METHOD NUMBER

TRAVEL GUIDE.

·NEW·YORK·AND·CHICAGO·

VOLUME LX., No. 25. 11.00 A YEAR, 6 CENTS A COPY.

JUNE 23, 1900.

61 E. 9th St., New York. 367 Wabash Av., Chicago, III.

MODEL SERIES

The Baldwin Primer, \$.30 Baldwin's School Readers

Eight Books or Five Books

Rice's Rational Spelling Book

Part I., \$.15; Part II., \$.20

Patterson's American Word Book, \$.25 Natural Geographies

Elementary, \$.60; Advanced, \$1.25

McMaster's School History of the United States, \$1.00

Metcalf's Grammars

Elementary English, \$.40; English Grammar, \$.60

Milne's Arithmetics

Elements, \$.30; Standard, \$.65

Barnes's National Vertical Penmanship Eight Books, per dozen, \$.75; Charts, per set, \$1.50

Overton's Applied Physiology

Primary, \$.30; Intermediate, \$.50; Advanced, \$.80

Natural Course in Music

Full Course, Seven Books and Charts Short Course, Two Books

For common schools these books are unrivaled. Copies sent postpaid on receipt of price

AMERICAN : BOOK : COMPANY

New York

Cincinnati

Chicago

THE "SWAN" SHAKSPERE

An entirely new illustrated series for use in Schools, with Introductions and Notes, specimen Examination Questions, etc.

THE chief features of the "Swan" edition are: 1—Photogravures illustrating the life of Shakspere, and many full-page drawings to each play by well-known artists. 2—A carefully edited and expurgated text, making the plays suitable for mixed classes. 3—A full introduction to each play, consisting of Life of Shakspere, date of play, plot, Elizabethan language and grammar, versification, etc. 4—Large, clear type, and good paper; strongly bound in ornamental cloth covers. 5—The extremely low price offered for introduction.

The following volumes are now ready, each, 35 cents:

Richard II., As You Like It, King John, The Tempest

NEW VOLVME

IN LONGMANS' ENGLISH CLASSICS

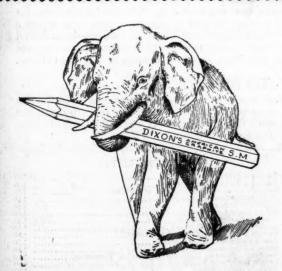
Julius Caesar. Edited, with Introduction and Notes, by G. C. D. ODELL, Ph.D., of Columbia University. Cloth, 50 cents; boards, 40 cents.

Special features of the volume are, (1) It throws emphasis throughout on the drama as a drama, rather than as a poem; (2) It is well adapted to introducing pupils to the systematic reading and study of Shakspere; and (8) It is prepared by a scholar who has had ample experience in secondary teaching, as well as in the duties of a college examiner.

Write for a descriptive circular of the series, and a cata-logue describing more than 1000 text-books and reference works. Special terms for introduction, and regular rates of discount for class supplies will also be furnished any teacher on request.

LONGMANS, GREEN, & CO.

91-93 Fifth Avenue, New York



As important to the school-room as the elephant to the circus.

No school is properly equipped without a supply of

IXON'S American

If you desire to test their quality send 16 cents in stamps and mention THE JOURNAL; samples will be sent.

JOSEPH DIXON CRUCIBLE CO., - -Jersey City, N. J.

June

TI

Este

T

GILLOTT'S NEW FINE-POINTED PENS

For Unshaded VERTICAL WRITING







1067 ARBOWHEAD.

1065 OFFICIAL. Especially Smooth and Durable.

The Best Results at the Least Expense Samples and Classification Circular sent on Application.

JOSEPH GILLOTT & SON,

91 John Street, New York.

TRANSLATIONS

HAMILTON, LOCKE and CLARK'S

THE BEST TRANSLATIONS Good type—Well Printed—Fine Paper—Half-Leather Binding—Cloth Sides—Price Reduced to \$1.50, postpaid. Send for sample pages.

New Copyright Introductions—New Type—Good Paper—Well Bound—Convenient for the Pocket—Price, postpaid, 50 cents each.

Catalogue Free-Send for one. David McKay, Publisher, 1022 Market St., Philadelphia.

NOW READY-THE

By LARKIN DUNTON, LL.D., late Head Master of the Normal School, Boston, and Augustus H. Kelley, A.M., Master of Lyman School, Boston.

180 pages, cloth, beautifully illustrated. Price, 38 cents. A sample copy will be mailed for 20 cents. Designed for the primary and lower grammar school grades. This book can be readily and advantageously used to precede the higher book of any

The Second Book, for middle grammar grades, and the Third Book or Grammar, for the higher grades, will speedily follow.

Educators who wish to use the latest and best text-books for instruction in English will be interested to examine these books.

THOMPSON, BROWN & COMPANY, Boston, New York, Chicago.

ESTABLISHED 1851.

EIMER & AMEND,

205-211 Third Ave., NEW YORK.

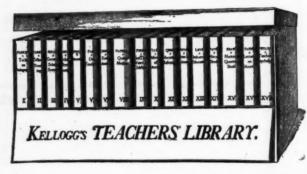


Everything necessary for the Chemical and Physical Laboratory will be furnished of best quality at reasonable prices,
Glass and Metal Apparatus, special, made to
order, according to draw

Glass blowing and engraving done on premises.



READERS will confer a favor by meationing THE SCHOOL JOURNAL when communicating with advertisers.



It is not desirable that all the educational books. you should. No teacher has the time. Hundreds of them-good, bad, and indifferent-are coming from the press. But you should own, and read, and study the best. KELLOGG'S TEACHERS' LIBRARY contains seventeen volumes very carefully selected, each a classic, making up a complete library of education, covering the subject on all sides. The teacher who can afford to buy all the books he wants, need not read this. We are looking out for the earnest teacher of smaller means who wants a library to help him in his work. And so-send \$2 and we place the library in your hands, transportation paid and you have eighteen months to pay the balance.

A SPECIAL REQUEST TO READERS.

We want to hear from every one who reads this advertisement. If you have some of these books, please write us, stating what ones you have and asking us to make you a proposition for supplying the balance. If you haven't the books, and would like them, send in your order. If anything prevents your doing that at once write us the reason-perhaps we can help you.

CUT OUT THE ORDER BLANK BELOW AND SEND TO US AT ONCE, WITH \$2.00, AND WE WILL DELIVER THE BOOKS AT ONCE.

E. L. KELLOGG & CO. Please send me, prepaid, KELLOGG'S TEACHERS' LIBRARY, for which I enclose \$2.00 and agree to pay the balance (\$18.00) in monthly installments of \$1.00 each, beginning15th, 18.... Signed.....St. and No..... Payment to be made by Money or Express Order, Registered Letter or Bank Draft on New York and sent to your New York office on dates agreed upon.

	THIS IS THE LIST:	
1.	Parker's Talks on Pedagogics	1.50
2	Parker's Talas on Teaching	1.00
8.	Seeley's Common School System of Germany	1.50
4	Bancroft's School Gymnastics	1.50
5.	Spencer's Education	1.00
6.	Page's Theory and Practice of Teaching	1.00
7.	Currie's Early Education.	1.95
8.		1.75
9.	Perez's First Three Years of Childhood.	1.70
	rerez's First three Years of Childhood	1.00
10.	Tate's Philosophy of Education	1.50
11.	Quick's Educational Refermers	1.00
12.		1.00
18.		1.00
14.		1.00
15.	Shaw's National Question Book	1.75
16.	Payne's Lectures on Education.	1.00
17	Welch's Teachers! Paychology	1 05

E. L. KELLOGG & CO., Publishers, 61 East 9th Street, New York.

TEACHERS' AGENCIES.

Boards of Education and Superintendents

Wishing teachers, will find it of advantage to consult the

TEACHERS' CO-OPERATIVE ASSOCIATION,

Established 17 years. 129 Auditorium Building, Chicago.

Positions Filled, 4,000.

THE FISK TEACHERS' AGENCIES

SEND TO ANY OF THESE ADDRESSES FOR AGENCY MANUAL, FREE.

4 Ashburton Pl., Boston, Mass., 378 Wabash Av., Chicago, Ill. 156 Fifth Av., New York City, N. Y. 35 King St., West, Toronto, Can. 730 Cooper Bldg., Denver, Colo. 420 Garrott Bldg., San Francisco, Cal. 1505 Pa, Ave., Washington, D. C. 414 Century Bldg., Minneapolis. 525 Stimson Blk., Los Angeles, Cal.

ALBANY TEACHERS' AGENCY,

HARLAN P. FRENCH, Manager.

81 Chapel St., Albany, N. Y.

THE ALBERT TEACHERS' AGENCY.

Established fourteen years. Largest and best known Agency in the West. Vacancies for Sep-tember in Colleges, Normal Schools, Academies, High Schools, Public Schools, etc. Prompt service guaranteed. Manual of 80 pages free C. J. AlbEERT, Manager.

MUSIC HALL CHICAGO.

PENNSYLVANIA EDUCATIONAL BUREAU Operates in every state. Successful teachers seeking positions or promotion are wanted immediately Penn.

Schermerhorn TEACHERS' AGENCY Oldest and best known in U. S. Est. 1855.

P. V. Huyssoon John C. Rockwell Managers.

SUDDEN VACANCIES.

ARE READILY SUPPLIED BY

Writing or Telegraphing Kellogg's Bureau.

ESTABLISHED TEN YEARS. Telephone No. 2492-18th St.

H. S. KELLOGG, Manager, 61 East Ninth St., New York.

When in New York you are invited to call.

KINDERGARTEN

SEND FOR CATALOGUE

and SCHOOL SUPPLIES.

J. W. SCHERMERHORN & CO., 3 East 14th Street, New York.

WRITE FOR "THE MAGIC LANTERN IN COLLEGE WORK."

Oil, Acetylene, Calcium, Electric Lanterns, The Mediascope attachment for showing Micro-Slides. The Projectoscope for Moving Pictures for School Use. Projecting Microscopes, Polariscopes, etc. 30,000 Slides covering History, Travels, Geology, Physical Geography, etc., for sale or rent.



WILLIAMS, BROWN & EARLE, - - (Dept. I.) PHILADELPHIA, PA

Educational Foundations

for 1899-1900 will provide courses of Reading for Teachers' Reading Circles, Educational Clubs, Teachers' Meetings and for individual study. Its field will be broadened and it will provide courses in

PEDAGOGY

GENERAL CULTURE

For the last year in the century the course will cover

19TH CENTURY PEDAGOGY 19TH CENTURY HISTORY 19TH OENTURY LITERATURE

Those two great books, Hughes' "Mistakes in Teaching," and Hughes' "How to Keep Order," will be published complete in one number. For terms and samples, address

E. L. KELLOGG & CO., 61 East Ninth Street, New York.

AMERICAN AND FOREIGN

TEACHERS' AGENCY.

Introduces to Colleges, Schools, and Families, Superior Professors, Principals, Assistants, Tutors, and Governesses, for every Depart-ment of Instruction: Recommends Good Schools to Parents. Call on or address

MRS. M. J. YOUNG-FULTON,

American and Foreign Teachers' Agency, 28 Union Square, New York.

THE PRATT TEACHERS' AGENCY

Recommends college and normal graduates, specialists, and other teachers to colleges schools, and families. Advises parents about schools.

WM. O. PRATT, MANAGER

70 FIFTH AVENUE, NEW YORK.

INTERSTATE
TEACHERS' ASSOCIATION.
Professors, Principals, Kindergartners, Grade
and Special Teachers furnished to Colleges,
Schools, and Families, Margager M. Pentland,
Manager, 540 Fine Arts Bldg., Chicago.

CENTRAL . CORRESPONDENCE

COLLEGE. We Teach by Mail. Six Courses Only, viz: normal course, \$4.50; School Course, \$4.50; Book. Keeping Course, \$7.00; Zoolegy, \$5.00; Philosophy, \$5.00. Don't yeu need one or more of these Courses? DIPLOMAS GRANTED. All courses are for a term of 12 weeks. We furnish all necessary books for book-keeping. Address

SCOTT ETTER, Pres. C. C., Palmyra, Ill.

DREXEL

PHILADELPHIA.

COMMERCIAL COURSE FOR TEACHERS.

THE pressing need in connection with the new and rapid growth of com-mercial education in the public schools and academies of this country is thoroughly trained teachers. To meet this demand, a course of instruction in the commercial branches has been organized in the

Department of Commerce and Finance, Drexel Institute & &

The Course includes Commercial Geo-The Course includes Commercial Geography, History of Commerce, Commercial Law, Banking and Finance, and the English and Spanish Languages, in addition to the practical subjects of Book-keeping, Accounting, and Industrial and Commercial Arithmetic, essential to a complete commercial education.

Applicants must have at least two years' experience in general teaching, or have been graduated from a normal school of approved standing.

approved standing.

The Course can be completed in one year. Circulars can be had on application to the Registrar of the Institute.

JAMES MACALISTER, LL.D., President.

The good writing now seen in schools is in great measure attributable to the use of



CA ESTERBROOK'S STEEL PENS STEELINGS STEEL PENS



Made in all styles. Vertical Nos.: 556, 570, 621, 646; Slant Nos.: A1, 128, 333, 444.

Ask Your Stationer or Make Requisitions for Them.

THE ESTERBROOK STEEL PEN CO., 26 John St., New York. Camden, N. J.

PRANG ELEMENTARY DRAWING BOOKS

The great success of the year. More popular every month.

THEPERFECTION

THE STANDARD CRAYON CO.

IN, MASS & NEW YORK CITY

Write for circular showing new adoptions for 1900.

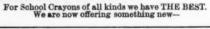
THE PRANG EDUCATIONAL COMPANY

BOSTON

NEW YORK

CHICAGO

PERFECTION WRITING CRAYON Nº 312



Che Perfection School Crayon

These crayons are put up either for paper or blackboard use. The inserted cut represents how the package looks. They are of the very best quality made, satisfaction guaranteed. This crayon, for writing purposes, is especially adapted for the primary school and the Vertical Hand Writing System. Our Wax Crayons are put up in gross boxes, assorted or solid colors. Write for samples to the

STANDARD CRAYON CO., 509-517 Eastern Avenue, LYNN, MASS

OUR TIMES

A SEMI-MONTHLY MAGAZINE OR CURRENT EVENTS.



The plan of this paper is to give-

- (i) A clear, condensed, and impartial account of the Leading Events of the Conth.
- (a) The important Inventions and Discoveries.
- (3) Interesting Geographical Material.
- (4) Answers to Questions of General Interest, relating to these and kindred matters.

It differs from a newspaper in that the news is thoroughly sifted and put in the briefest and most readable shape. It is what it professes to be, a paper of current history—history that will find its way into school text-books in a few years. OUR TIMES gives the history now, while throbbing with liveliest interest.

WHY IT IS A GOOD PAPER FOR THE SCHOOL:

- 1. Because it gives all the news of the month, in brief space, that is worth reading or remembering.
- 2. It omits the worthless and harmful material—the murders, scandals, unimportant events, etc.
- 3. It contains much material for the classes in geography, physics, chemistry, physiology, astronomy, civil government, etc.
 - 4. It helps to make pupils intelligent readers and thinkers.
 - 5. There is no waste material in it; every line may be used in some way.
 - 6. The busy teacher can use it to keep informed of the world's great events.
 - 7. It may be used for supplementary reading or as a text-book of current history.

OUR TIMES is a success because it meets the desires of a very large number. During the past ten years it has been used in thousands of school-rooms, and its circulation has steadily risen until it is more than double any similar paper.

OURS TIME is published twice a month, on the first and fifteenth. Subscribers tell us that for school use a semi-monthly is just right. Each number contains 20 pages, in magazine form with neat colored cover, nicely illustrated with portraits, maps, and pictures of leading inventions. ONLY FIFTY CENTS A YEAR. Club rates for two or more subscribers, FORTY CENTS EACH. Subscribers to our other periodicals are entitled to the club rate on their own subscription.

E. L. KELLOGG & CO., Educational Publishers,

61 East Ninth Street,

NEW YORK

Imparts Energy

Horsford's Acid Phosphate

The most agreeable and effective remedy for relieving Languor and Exhaustion, so common in the spring and summer months. Its nutrient and tonic effects give tone and vigor to the entire system.

Taken before retiring it quiets the nerves and induces refreshing sleep.

For sale by Druggists.



The Palm

is awarded by all judges of mechanical excellence to____

ELGIN Ruby Jeweled Watches.

They are made to endure and tell time accurately. All jewelers sell them in cases to suit. Ask your jeweler why the **Eigin** is the best watch.

An Elgin watch always has the word "Elgin' engraved on the works—fully guaranteed."

"The Ways of a Watch"—our new booklet—sent anyone on request. ELGIN NATIONAL WATCH CO., Elgin, III.

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LX.

For the Week Ending June 23.

No. 25

Copyright, 1900, by E. L. Kellogg & Co.

Needed Reforms in Elementary Schools.

The Seventy-First Convention of German Scientists and Physicians held at Munich, last September, passed several important resolutions affecting elementary education. This is the largest and most representative organization of university men and physicians in Germany; and its resolutions carry great weight, as being the result of the thought and discussion of the best scientific minds not only of Germany, but also wherever the German language prevails,—of Austria and German Switzerland.

Here are the resolutions:

Resolved.

1. For the higher education as well as for the lower, the natural sciences offer as good a foundation as do the languagehistory branches. The reform of all nine-class higher schools is now to be sought.

2. In order to relieve the injurious pressure that still exists in many places and in high degree; and also to avoid the hygienic dangers to the pupils, the following measures should be

(a) Diminishing and uniting [enriching?] the curriculum

in so far as its purpose will permit.

(b) Decreasing the amount of work to be written out at home, and of the amount to be memorized; and also the checking of the present powerful tendency to language study.

(c) Abolition of the afternoon lessons.(d) Placing the maximal number of lessons per week at

24 instead of, as at present, at 30.

(e) Introduction of a 10 to 15-minute rest or recess in the open air after each lesson.

(f) Abolition of all transfer and promotion examination, especially the so-called Abschluss-prufung in the granting of the certificate for the one year's military service [instead of two].

(g) Lightening the graduation (from the Gymnasium) ex-

amination by doing away with the oral examination in all cases where the year's record and the written examination are satis-

factory; and
(h) Gymnastic exercises never to come between lessons.
3. In order to relieve the just as extensive over-burdening

of the teachers:

(a) The normal number of lessons for each teacher, according to the age of the pupils should be placed at 16 to 18.

(b) The normal and maximal number of pupils in one class is to be arranged in the following manner, with the understanding that in an excess of the normal number the class may be divided, and in an excess of the maximal number it must be divided: Lower classes, 30-40; middle classes, 25-30; higher classes, 20-25.

(c) It should be forbidden that the graduation examination be at the same time made a test of the capabilities of the

teacher or of the institution.

(d) The university-trained teachers of the higher schools should receive the salary, the rank, and the title and general position that are given to judicial and government officials of like rank.

4. It also appears desirable:

(a) That the school year begin at the end of the long vacation

(b) That the vacations be so arranged that the warm months (July—September), consist of a long, uninterrupted vacation (about two months).

(c) That the Vorschuelklassen (vacation classes) in the higher

schools be entirely abolished.

(d) That the study of hygiene by both teachers and pupils be introduced.

(e) In order to insure that this instruction is rightly given, and also for the hygienic care of buildings and pupils, that school physicians be installed in the higher schools.

(f) That university-educated teachers be given more than

hitherto leading positions in the general government of the

This movement for school reform began some years ago, when the leading physicians noted with alarm the increasing nervousness and neurasthenia of the peopleand especially of the educated classes. Much improvement has been already brought about, but much, as the resolutions indicate, remains to be done. The experiments (the sine qua non of the German scientist) having proved the existence of unhygienic conditions in the schools—both mental and physical conditions—the university men have thus taken action in a formal way.

At Nuremberg Congress for Public Hygiene this matter received also considerable attention. The official topic that brought about the discussion of school reform was the Schulaerat (school physician). Prof. Schiller, of Leipzig, acknowledged the need of a specially trained official to look after the hygienic conditions prevailing especially in the lower (or Volk) schools. officer must look after the healthfulness of the building and furniture, and after the health of the eyes, ears, nerves, and teeth of the pupils. A special care would be the protection against contagious and epidemic diseases. But this officer must not be given the right of command in the school. His must be a work, evidently, of moral suasion, and it must begin very gently. It will be noticed that this outline of needed reform acknowledged by the school man, does not suffice for the physician. In particular, it will be noticed that a reform in the curriculum is not mentioned.

Dr. Paul Schubert, of Nuremberg, was not at all diffident in presenting his demands which may be summarized thus:

 In order to protect and develop the health of school children there is needed the introduction of a specially hygienically trained school physician in all schools—those conducted by the government, by the municipalities, and by private individuals.

2. The duties of the school physician comprise:

I. The preservation of the healthfulness of the building and

its fittings.

II. The supervision of the execution of the hygienic regulations made by the general authorities.

III. The care for the health of the pupils.
(a) In supporting the district (Amt) physician, especially in

guarding against epidemics.

(b) In ascertaining when children are physically or mentally unfit to do the work required by the school, or whether individuals deserve particular attention in this or that direction. (c) The supervision of all physical and gymnastic exercises

given by the school.

3. The larger cities should furnish their own school physicians who should also care for the private schools; while the state

should furnish those for the smaller places.

4. There should be a central government bureau for the oversight of the schools' physicians and to insure uniform regu-

lations

5. All teachers should receive a training in school hygiene.

The discussion after these papers was decidedly warm. Dr. Schubert's demands received severe criticism from the representatives of municipalities and schools as adding an additional department to an already over-specialized organization. All the speakers, however, agreed as to the advisability of the immediate introduction of recommendation No. 5,—that the examinations for teachers include school hygiene. The discussion was, however, without definite result further than that to which end also came a petition to the congress from the women asking that it pass a recommendation of courses in hygiene to which the mothers and women teachers should -GEORGE HOWARD HOXIE. be admitted.

(To be concluded in THE SCHOOL JOURNAL next week.)

Written Language Work. II.*

By ROBERT C. METCALF, Supervisor of Schools, Boston, Mass.

Letter-Writing.

The work in written composition, in the two lowest grades, should be confined mainly to copying from the blackboard or from copy-slips, tho the beginnings of letter-writing may be made. These beginnings should commonly be very simple. In the dictation-exercise the children learn to date letters properly and to make the address and complimentary close. They may also be taught to address an envelope. In the matter of com-position, however, the thoughts to be expressed should be suggested by the teacher. She may say to the little Now, you may write me a letter asking me to come to your home next Saturday afternoon. That is all; do not try to write anything more." So the little ones write, getting results something like the following:

NEWTON, May 18, 1899.

MY DEAR TEACHER.

Please come to see me next Saturday afternoon.

Your loving pupil,

These letters should be collected and examined by the teacher. Later a class exercise will furnish the opportunity for comment and correction. It may be pointed out that no pupil has told the teacher where his home is to be found, and a number of children may be called upon to tell how this information can be given.

A second lesson should follow, and doubtless would result in something like the following:

NEWTON, May 20, 1899.

Please come to see me next Saturday afternoon. My home is No. 17 Kenwood Ave. Your loving pupil, MARY JONES. at No. 17 Kenwood Ave.

In succeeding lessons, similar instructions but with suggestions of additional thoughts may be given, and well constructed letters of considerable extent will be

written by the pupils. It will be noticed that in these "beginnings" of letterwriting, the teacher furnishes the thoughts that are to be expressed by the children. The reason for this lies in the fact that the mechanical difficulties of writing are all that the average child (and in classes we must deal with the average child) is able to overcome. soon, however, all the pupils of the class may be allowed to write freely, without suggestion from the teacher. These free-will offerings should be carefully examined, to the end that the largest amount of liberty in writing may be granted to those pupils who prove themselves capable of using it.

Thruout three or four of the lowest grades, it will be well, before entering upon the composition of a letter, to ask the children to suggest items of interest that they would like to talk about in their letters. These items should be written upon the blackboard as they are suggested, and then arranged by teacher and pupils in some systematic order.

During the earlier stages of letter-writing, each of these items may furnish a topic for the construction of one paragraph, and so the foundation of paragraphing may be laid. In the higher grades, where thoughts are more abundant and expression less restricted, pupils should learn that a composition topic may be divided into sub-topics, each of the latter furnishing material for a

full paragraph.

It is well to remember that good letter-writing is an accomplishment rarely found. However important the mechanical construction of a letter may be, its excellence depends almost entirely upon the pertinency of the thought and the skill with which it is expressed. Before writing, one should bring himself into proper relations with his correspondent. For the time being they should

converse as if in the same room. There should be no more formality of expression than ordinarily exists between intimate friends. Ability to write a good letter presupposes common sense, keen observation, a modicum of wit and felicity of expression on the part of the writer. This combination is not usually found in the average grammar school pupil, and is not common even in the high school. The teacher, however, may do much to direct the minds of his pupils to the essentials of a good letter. Selections of letters from the published volumes of preminent writers like Phillips Brooks, Louisa M. Alcott, and James Russell Lowell may be made exceedingly helpful as models, if carefully read and discussed in a class-exercise. Such letters become ideals towards which pupils will work with some hope of success.

Composition.

In the lower grades, the reproduction of stories which have been read by the children, or which have been read to them by the teacher, is an excellent form of composition work; for the thought is furnished by the author of the story, and the pupil can give the most of his attention to the expression of the thought, and to the mechanical construction of his sentences. This form of composition, together with letter writing and abstracts of daily lessons, will give sufficient variety in the four lowest grades. But in the grades above, original com-position should be systematically pursued. Subjects requiring careful investigation and considerable reading should be chosen, and the pupils required to write what they have learned, in the best English they can command.

The teacher should have two objects in view, viz., (1) training pupils to search for information from all available sources, and (2) giving them practice in the use of their native tongue. Children may be required to investigate the industries carried on in the neighborhood of their schools, such as farming, grazing, mining, manufactures, stone cutting, etc. Their attention may be called to works of art, such as monuments, public buildings, libraries, churches, picture galleries, etc. New enterprises like bridge building, the construction of railroads, sewers, water works, and electric contriv-ances,—all these furnish an abundance of excellent

material for composition purposes.

Literature, now so abundant in all our best schools, is another source from which pupils may draw inspiration for excellent language work. Good literature opens up to the reader the treasures which have been contributed by the world's best minds. It furnishes thought the most refined, expressed in language, the most skilfully chosen. The best literature not only lifts the reader to a higher plane of thought and feeling, but it constantly holds up the best models of English composition. reader of literature may never reach the ideals which literature presents, but unconsciously he will be influenced by those ideals, and will be stimulated to his best effort. Let the teacher never forget that real progress results from an earnest effort to reach higher ideals, and the best part of his work is the creation of such ideals in the minds of his pupils.

Elms and Their Woods.*

By LA ROY F. GRIFFIN, A. M.

Of our beautiful and stately trees, the elm (Ulmus Americana) readily stands first. It has been so commonly selected for a shade tree, and so many of the Eastern villages are ornamented with long rows of elms, that few think of the tree as belonging to the forests. Yet it was think of the tree as belonging to the forests. once very common, particularly in damp or moist soils.

Forms of Growth.—The elm growing in forests and crowded by other trees shoots up a single slim trunk with branches only near the top, where they form a sort

^{*}This is a continuation of the series by Mr. Metcalf, on "Language Teaching in the Elementary School." The preceding articles appeared in the numbers for Feb. 3, 10, and 17, Mar. 17, Apr. 14, May 19 and June 9.

^{*}This is a continuation of Professor Griffin's series on the study of trees, which began in The School Journal, of August 19, 1899, and installments of which may be found in the numbers for Sept. 23, Nov. 11, Dec. 9, Feb. 10, Apr. 14, and May 19.

no

ım

er.

ge he

di-

od

es Ll-

h

r

1

8

ľ

of bunch or tuft. But standing alone, or where not crowded by other trees, it shows an entirely different manner of growth. Here it commonly sends up a trunk to the height of about twenty feet, and then it divides into several branches. These then shoot upward at a small angle to the trunk, ten to twenty degrees, and continue to grow. This gives the general appearance of an inverted cone whose apex is near the point of branching. Such a tree shows a very marked tendency to send out small branches, little more than twigs, all along the trunk, which add much to its beauty in the summer season. Curiously, when shade trees show this tendency, those who have the care of the trees usually remove the twigs with the mistaken idea that they retard the growth. Such trees are called vase-form elms.

The other form of growth is entirely unlike the vase-form, and the appearance of the trees differs so much that many believe them to be two different species. comparison of the leaves, the blossoms, or the fruit would show any one their identity, tho the wood of the second form seems to be a little tougher than that of the first, especially near the butt. In this form, called the weeping-willow form, the branches start out at a point ten or twelve feet from the ground, forming a sort of crown to the trunk, at a much larger angle than in the vase-form, and sweeping thru a large and beautiful curve or arch, send their tips downward towards the ground. Sometimes they even touch the ground at some distance from the trunk. Viewed at a little distance, a tree of this variety has the appearance of an enormous ball. Most of the famous elms belong to this form of growth. But such trees are rather weak and crack readily where the branches grow out. The branches, too, often grow be-yond the strength of the wood, when they have the habit of snapping short off, not far from the trunk, usually in the summer when the foliage is most luxuriant, and when the leaves are loaded with water.

Age.—In favorable situations where the soil is rich and fertile, not clogged with clay, the elm is a rapid grower, particularly if it finds an abundance of water. Then a seedling will shoot up and become a good-sized tree in twenty years. Elms usually reach the height of their beauty in about fifty years, and most of them begin to decay soon after that age. Such trees are usually from seventy to eighty feet in height. But exceptional trees, generally of the vase-form, live much longer. Some have a traditional age of about five hundred years; but this is probably not correct. Several of these traditions have been found to have applied to a succession of elms. It is doubtful if any elm lives beyond two hundred years. When once a tree receives any injury, it soon decays, and

Flowers and Fruit.

When the early spring starts the tree to new life, the buds at the ends of the twigs open, and bunches of hanging flowers with short stems push their way out. They are of a decidedly yellow tinge, and, as they precede the leaves for a few days, the aspects of the tree is brown, the color of the bark, fringed with yellow. The flowers have a small inconspicuous calyx and are perfect, each blossom carrying both stamens and pistils. They remain open about a week, and at this season the trees are crowded with honey bees.

The fruit develops rapidly, a flat scale-like pod with a thickened middle which contains the seed. These drop off, or are blown off by the wind, and are carried some distance thru the air. These seeds are very abundant, but only an extremely small number ever germinate, so that the small number of seedling elms is astonishing when compared with the abundance of seeds.

Species.

The common species, called the white or American elm (Ulmus Amricana), is found in all parts of the country, tho it is the most abundant in the Eastern portion and is rather rare in the prairie regions and in the great central basin. In number, this tree very much exceeds all

those of other species found on the continent. Its leaves are oval in form, with a rather sharp point, and their margin is doubly serrated

margin is doubly serrated.

The Cork Elm (Ulmus racmosa), is a smaller tree than the common elm, with very rigid branches whose branchlets are downy and are adorned by wing-like corky ridges, whence the name. This species is found in spots all the way from New Hampshire to Wisconsin.

The red or slippery elm (*Ulmus fulva*), is the only other native elm. It is confined to low grounds, and the wood is remarkably hard and strong, the heart wood being of a dark red or blood color, when dried. It grows about thirty feet tall, and its inner bark is mucilaginous and is used in medicine. Northern New York seems to be its most important locality.

Uses as Timber.

The difficulty of working elm wood prevents its general use as timber. The fibers hold together so tenaciously as to make smoothing the wood a difficult task, and as it possesses no special beauty, as do the other woods which are difficult to work, such as curly maple or cherry, it has no special value for finishings. Once, carriage bodies were made of elm, but other woods have been found better. The most important use to which the timber has been put is in the hubs of wheels. Only the best and most solid pieces are fit for hubs, and they should contain no sap wood. Very recently, a new use has been found for elm timber, the making of wood fiber, which is simply the wood reduced to a fibrous form by being torn into pieces in a machine devised especially for the purpose.

Famous Elms.

The use of the elm as a shade tree has made certain elms famous, as well as given a flavor of its own to the beauty of particular towns and cities. Thus New Haven, Conn., is known as "The Elm City," because certain of its streets are arched with elms. The walks on the grounds of the Theological seminary, at Andover, Mass., have long been noted for their arches of elms. The old town of Deerfield, Mass., has probably the oldest rows of elms to be found anywhere. Other places are now growing similar ornaments of elms.

The most famous individual elm is the Washington elm, of Cambridge, Mass., as it is certainly one of the oldest still remaining; but it is now decaying and cannot last much longer. It is a very large tree, being over twelve feet in girth and strongly buttressed by roots growing above the ground. Its age is unknown. Possibly it may date as far back as 1630, as an elm was growing in that vicinity at that time, but probably it can only date back to some year in the last quarter of the seventeenth century. Under it, on June 21, 1775, George Washington unsheathed his sword and assumed command of the Continental army, the real opening of the life of this country as an independent nation. The poet Holmes says of this action:

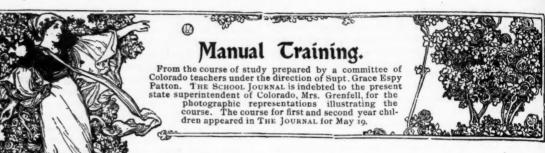
"Under the brave old tree Our fathers gathered in arms and swore They would follow the sign their banners bore And fight till the land was free."

The Lancaster elm, Lancaster, Mass., is probably the largest elm still vigorous. This is more than twenty feet in girth above the bulging of the roots. It stands close beside a lane which was once a town road, and it is about eighty feet tall. Probably this elm was planted for a shade tree.

The Brooks elm, on the old Brooks' estate at West Medford, Mass., a very shapely tree, is probably the most beautiful elm of the vase-form now growing, tho very fine trees of this form can be found in all parts of the East. The largest two of the weeping-willow form are probably the Clark elm, at Lexington, Mass., and one growing a little west of the village of North Granville, N. Y., in the town of Fort Ann. Both have branches which touch the ground.

Ju

bo dr T



Third Year.

MODELING.

The objects are modeled to a definite size. Greater exactness of expression is expected, so that while the objects are

quite similar to those previously done, the pupil will be fully occupied in striving after more perfect expression. Objects similar to the following may be modeled:

Sphere, 2 inches in diameter. Cube, faces, 2 inches square.

Cylinder, 2 inches diameter, 4 inches long. Circular plinth, 4 inches diameter, 1 inch high.

Cubical or oblong box, from object.

Fruit and vegetables.

The following tablets may be made:

Elliptical tablet, 4 inches by 2 inches by ½ inch.

Ovoid tablet, 4 inches by 2 inches by $\frac{1}{2}$ inch. Hexagonal tablet, 3 inches diameter, $\frac{1}{2}$ inch thick. Octagonal tablet, 3 inches diameter, $\frac{1}{2}$ inch thick.

Various objects essentially flat, like the following, are recommended:

A Greek cross, 3 inches diameter, 3 inches thick.

A shield, 31 inches high.

A door plate, 6 inches by 2 inches by $\frac{1}{2}$ inch.

Simple figures from historic ornament, as the Egyptian star or lotus may be modeled on panel backgrounds, ½ inch thick, the ornament projecting about & inch. Leaves and flowers may be placed on similar backgrounds. The making of letters of the alphabet on a panel background will interest children. In examples of this character, a

pleasing effect may be produced by smoothing the surface of the figure or ornament, and roughing the exposed part of the background by making parallel scratches with anything having a sharp point. The surface of the child's slate corresponds to that employed by sculptors in modeling panel forms. The work should rest upon it until finished.

Tools are not a necessity. A stick with either a rounded or flattened point will be of assistance occasionally. Narrow depressions as used in the name "Brown" are made with a rounded point. (See plate on page 701.)

CUTTING AND MAKING DESIGNS.

As in connection with modeling, greater truthfulness of expression is required; for this reason some of the first exercises may be similar to those given to the second grade. Afterwards, the elementary forms, i. e., the square, oblong, etc., may be modified in outline, and then used as before to express the principles of repetition and alternation.

In employing colored papers, use the suggestions in connection with the second year.

In making radial designs with modified isosceles tri-angles, the paper units may be used as patterns from which to cut cloth units (felt is best) which may afterwards be combined into penwipers.

MAKING SIMPLE OBJECTS OF PAPER. -- PATTERNS.

Lead the children to derive the patterns of cubes, oblong blocks, etc., from models. Ascertain the shape of the one piece of paper, which, with laps for pasting, will allow the construction of the model with paper or cardboard, definite sizes being required. The upper row of

illustrations of the plate on this page shows paper patterns. The patterns. next row shows the patterns pasted so as to form the following:

Envelope, 2 1 inches by 3 ½ inches.

Pen trays, 3½ inches by ½ inch.

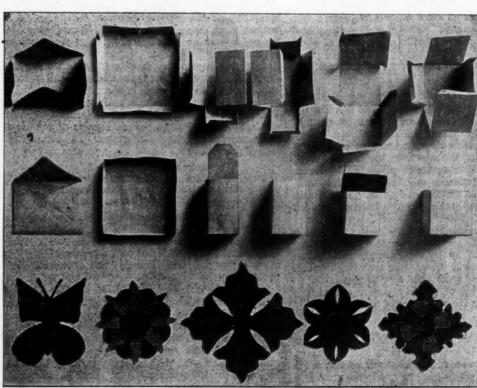
Match box $2\frac{1}{2}$ inches high, $1\frac{1}{2}$ inches square, with projection above, 12 inches.

Square prism, $2\frac{1}{2}$ inches by $1\frac{1}{2}$ inches by 12 inch-

Cubical box, 2inch faces, cover,

inch deep. faces.

The paste or glue should be very tenacious. Spread very thin with a knife or toothpick.



Third Year Patterns. [Sample objects made of paper or cloth.]

MAKING AND DECORATING CARDBOARD OBJECTS.

The plate on the opposite page gives photographic re-productions of objects made by children in the third grade. The fans consist of circles or ovoids of card-board on which are pasted colored paper units representing designs by the pupils. The handle consists of a splint, such as is used in the kindergartens, attached to the cardboard by means of glue.

The picture frames are made of oblong pieces of cardboard from which the ellipse has been removed. drawn on the back of the cardboard previous to cutting. The units of decoration, as in all of the following examples, are cut from appropriate colored paper and attached to the cardboard. Using the frame for a simple picture makes the result more pleasing to the children.

The plate on this page represents decorated basket, decorated wall-pocket, and quatrefoil window.

The various illustrations show the manner in which the fundamental forms have been formed and decorated. The cardboard is gray. The decorations white or colored. Have the patterns drawn directly on the paper or cardboard, and as far as possible let them be so arranged as to come on the inside of the object.

Fourth Year.

CARDBOARD WORK.

The fourth year work consists of patterns which are drawn on cardboard, then cut out and pasted into the

forms shown in the plate on page 321.

The means found to give the best results in presenting the subject to a number of pupils is to have a large drawing or chart of the pattern made on manila paper, or tag, as it is sometimes called. This is quite durable, of a light brown color, and not easily soiled; it should not be glazed on account of the reflections, which give much trouble when present. The chart should be on a sheet about 24 inches by 30 inches, so that it can be seen at the greatest distance in the room. To have the proper carrying power the lines should be black and onequarter of an inch in width.

The figures used to show the dimensions should be not less than one inch and one-half in height. In every particular except in size, the charts should be exactly the same as the drawings that the pupils are required to

make, thereby giving them a good example, a thing which can not be too much emphasized. At this stage of the work it has been found advisable not to have the pupils place the dimensions on their drawings, but merely to have them make their drawings to the sizes called for by the measurements on the teacher's chart.

The tools required for cardboard work and its accompaning draw-

ing are:

Lead pencil, 2c.; eraser, 2c.; ruler, 1c.; knife, 25c. to 50c.; scissors, 25c.; compass, 15c.; triangle, 5c.; total cost per pupil for tools, not to exceed 95c.

Accompany each one of the teacher's charts should be the finished object, fastened to it with string, for in-stance, so that the pupil can examine it himself, and see what the pattern will make when cut out and pasted together. The teacher's efficiency will be materially increased if she makes the models herself, thus becoming familiar with the minor difficulties as well as with the greater ones.

If the pupils' drawings on the cardboard are not well enough made to cut out, practice should be required on drawing paper. When the drawings are successfully done, they should be copied or remade on the cardboard. If the teacher is not familiar with the ability of her pupils in this line of work, it would be better to begin with the practice paper. When the pupil has reached the point where he can make a reasonably good drawing the first time he tries, or at least discover for himself most of his own mistakes, he may draw directly on the cardboard.

The cardboard suitable for this kind of work is what is called 3-ply gray card. For pasting use glue that will stick while the work is held between the fingers.

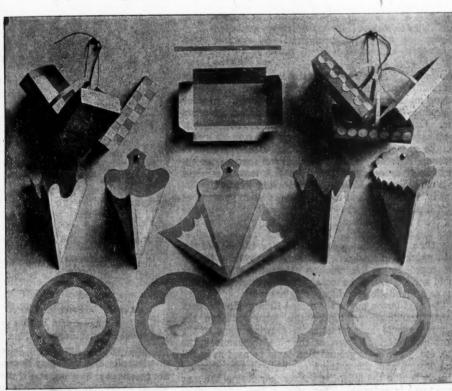
The place where the cardboard is to be bent to form corners is designated by dash lines composed of threeeighths inch dashes and one-eighth inch spaces. After the outline has been cut these lines should be gone over scored" with the knife point cutting the material one-third thru its thickness; it should then be bent away from the scored lines, leaving them and the pencil lines on the outside of the model. This will insure a sharp, square corner.

The outlines may be cut with a knife but it is better to use the scissors. Where pasting-laps are needed they should be one-fourth of an inch in width. They are shown in the drawings by crossing them with parallel diagonal lines one-sixteenth of an inch apart. Inches are indicated by two marks resembling quotation marks. All dimension lines are composed of one-eighth inch dashes and one-eighth inch spaces with arrow heads placed at the ends of them to show exactly where the lines end. Extension lines are of the same kind as the dimension lines, and are used only to show the connection between the dimension lines and the drawings, therefore they are sometimes

called connecting lines.

Center lines.





Third Year Cardboard Objects. [Partly designed by children.]

Illustrative Drawing.

By SELMA VAN PRAAG, New York.

Perhaps the most difficult drawing lesson the primary teacher is called upon to give, is the so-called illustrative or im aginative work. Many teachers have learned to content themselves with the most illegible scrawls, because the child wished to express some idea. However, the trouble lies in the fact that the child does not succeed in expressing his idea. I think that the reasons for this failure are twofold:

1. The child has not a sufficiently clear idea to express.

2. He does not know how to place his objects.

The first fault can be easily remedied. A child should not be allowed to express more than one principal idea in a picture. This idea, moreover, must be generally suggested by the teacher. When the child is sufficiently skilful he may have considerable detail in the picture, but the central idea—expressed by a figure or object—is the important thing.

The second difficulty is not so easily overcome. All that a child has learned and learns from his other drawing lessons should be made use of. Before we can expect him to use an object in an imaginative drawing he must have had practice in drawing that object, either from nature, or if that be impossible, from a picture. Then after he knows how to represent his object he must be taught how to place it. This means that unconsciously he must be learning a few of the most evider rules of perspective.

Before any actual work is begun the teacher would do well to put a simple landscape—in colors—on the blackboard. Choose a subject in which the idea of distance



is shown. Thus unconsciously the child has his first lesson in illustrative drawing.

Now let us suppose the lesson is to be given. In order to produce "atmosphere" the child must show a horizon line. Explain to the children what this line is. Most of them have seen it but have not noticed it. Now their eyes will be opened and they will begin to see pictures in nature. It is only after the child sees that we can expect him to express. This horizon line may be straight or it may show low hills. As the horizon line is far distant it is indistinct and must be represented by a rather faint line. We may show a winding path or brook coming from the distance and becoming larger and more distinct in the foreground. A good effect may be obtained in outline by drawing a darker line for the side of the path which is in shadow. The teacher may draw this on the board before the children attempt it. This work could not, of course, be considered an original drawing but as a foundation for future original work.

The next lesson might show Red-Riding Hood's path to her grandmother. Before this lesson is given the children should have practice in drawing some of the most characteristic trees, as the pine, the hemlock, the elm, etc. The same ground plan could be used as in the first lesson, and the cottage could be drawn showing slightly behind the hills. If the teacher desires she may have trees introduced. They give a fine effect when properly drawn and show distance well. The teacher

will find that the children are inclined to make the tree perpendicular to the road instead of perfectly vertical. They must be warned about this before starting. Per-



haps a little board work will be found useful here. This work should be done with very soft pencils or grease crayons.

As an idea of atmosphere can be more readily given with the brush, we could now use that instead of pencil. A charming picture for this would be Hiawatha's Home.

This could be varied in many ways without difficulty. If done to show a daylight effect use a light wash. Or if you wish to show the Gitchee Gumee by night use a dark wash

A sea view would be interesting and also give the children variety. This is best done with the brush in ink, wash, or color. As usual



let the children see some picture of the sea before they paint. Draw their attention to the straight horizon line, the white of the foam, etc. For these pictures we could choose

"Break, break, break, on thy cold, grey stones, O sea!" as shown in the illustration.

The children have now been led gradually to the most difficult subject—the introduction of the child in the picture. Of course these are the pictures which please pupils most, but the teacher must be careful not to begin them until the children are quite skilful in the use of pencil or brush.

Care must be used that the proportionate size of the child and the trees, etc., is maintained.

I have found it better, as a rule, to show a back view of the child represented, as the drawing of faces is generally beyond a primary pupil. It is well to choose some character whose clothes are typical. Then the picture will need no explanation to make it plain. "Hiawatha," "The Barefoot Boy," "The Sailor Boy," "Red Riding Hood," etc., are excellent for this purpose.

In suggesting these pictures my plan has been to present the difficulties gradually and to use the material the child acquires in one lesson for the next. The teacher will find this course a useful one, and she will probably be surprised to see the good results which can be obtained.

Never let a child draw anything until he has an exact mental picture of what he is going to draw.



The Annual Summer Number of THE SCHOOL JOURNAL will be issued under date of June 30. The work of preparation is one of great magnitude, but it is nearly finished, and the printing will have begun before the present number is distributed. Still there may be some delay, and subscribers are requested to have patience if the special number fails to appear on the regular publication day. It is believed that the excellent matter provided will be ample reward.

Passe-Partout Work.

A Simple Way to Frame Pictures.

By MARGARET J. CODD, Chicago.

June is upon us with its wealth of roses, and its sweet odors and balmy breezes are not conducive to any very active exertions, but still in most schools "last day" is a great event, and in preparing for it an exhibition of the pupils' constructive work will be found very attractive.

Those who have followed the lessons given in THE SCHOOL JOURNAL for the past year have undoubtedly a stock of articles to select from. In arranging such an exhibition the teacher should take special pains to see that no one has been overlooked, that there is something from each pupil to interest his friends, and which he can show with genuine satisfaction as the work of his own hands.

An exhibition of varied work is always effective, but if none of the work previously done has been saved for the final display, a very interesting feature would be a collection of pictures mounted and framed in passe-partout style by the pupils.

The pictures collected may be neatly mounted upon dark-gray or olive-green cardboard, leaving a margin of an inch and a half in each direction. Seven by nine, or eight by ten inches is a good size for small pictures. We cut every bit of white margin from our pictures and, using library paste, just pasted the four corners of the picture, which was sufficient to hold it firm. Put a heavy book or weight on it while drying, and be sure to paste it on straight. We saved the name of the picture, when given, and pasted it on the back of the card.

and pasted it on the back of the card.

The glass should be the same size as the cardboard mount, and it should be scrupulously clean, for finger marks, etc., on the under side will show badly and cannot be removed after the work is finished.

If economy is necessary; the pupils may gather broken panes of glass at home, or from the neighbors. These can be cut into the desired shapes and sizes, thus saving from eight to ten cents on each picture.

Passe-partout binding may be purchased for ten cents per dozen yards. It is usually black, red, or dark green. We used black. Cut four pieces of this binding to fit the four edges of the glass. The gum is on the binding all ready for use.

With a tiny sponge or cloth wet one half the width of the binding and gum it to the glass, trying to keep it straight and to make the binding as even and narrow as possible; a width of from a quarter to an eighth of an inch on the glass is sufficient. Next place the mounted picture on the glass, and dampen and gum the binding to the card on the back. Have a large, clean cloth to press the binding and handle as little as possile. A cup of water will be needed to keep the fingers clean from the sticky binding.

To hang it small brass rings may be gummed by tapes to the back of the card, or the little fasteners, costing ten cents a dozen, may be employed. In this case two cards are needed as the fasteners cannot be driven thru the one on which you have mounted the picture.

The various reproductions of the masterpieces of art, portraits of our authors and the great men of our history, and even the magazine illustrations, which are often well worth saving, may be mounted and framed in this manner.

The work, when finished may be neatly arranged upon tables or hung upon the walls of the room, and, when the school exhibition is over, nothing is better adapted to carry culture into the houses of the pupils than beautiful pictures framed in this simple way.

The Annual Summer Number of THE SCHOOL JOURNAL will be issued under date of June 30. The work of preparation is one of great magnitude, but it is nearly finished, and the printing will have begun before the present number is distributed. Still there may be some delay, and subscribers are requested to have patience if the special number fails to appear on the regular publication day. It is believed that the excellent matter provided will be ample reward.

Recent Books on Education.

By F. E. SPAULDING, New Jersey.

The Logical Bases of Education, by J. Welton, M. A., aims to set forth the rational bases of all true educational work. These bases the author finds in logic, which he understands to be "the science which investigates the origin, development, and structure of knowledge." With this thoroly modern conception of the subject, naturally little attention is given to purely formal logic. Keeping clear of the realms of metaphysics, the author discusses in an admirably clear and fruitful manner, first, the general nature and the postulates of knowledge, the relations of knowledge to language and logic, and the nature and types of judgment; he then treats of the method of knowledge.

Professor Welton understands the function of education to be "to lead the child to find his true place and his true work in the universe." To find this place and work the child must, to some extent, come to understand the universe. This necessity makes clear the general bearing of logic on education. analyzes the process by which this knowledge and understanding of the universe have been gradually attained by the human race and thus indirectly gives guidance to the educator and his task of leading the individual along the same path." Like psychology, logic can give general guidance only. Logic is regulative; it helps the teacher to determine the general lines on which men-tal activity should proceed to attain the goal of knowledge. "By the character of his teaching the teacher largely determines the character of the thought-processes in his pupils. If the former is unmethodical and ill-arranged, if it permits invalid inferences, or encourages rash and unwarranted conclusions, then the pupils will not be helped to think clearly and accurately, but will rather be hindered from doing so. But if, on the other hand, the teacher's presentation of every subject is well-arranged, if his inferences are not only just but shown to be just, if the importance of weighing evidence is insisted on, and no conclusions accepted which the evidence at hand does not warrant, then the pupils are being unconsciously trained to habits of accurate thought. Thus all teaching should be 'logical' in the sense that it should be the expression of methodical and valid thought."

A thoro study of this excellent treatise ought to do much toward making teaching more logical, in the sense just described; and more logical teaching, in this sense, is sorely needed in all grades of school work. I know of no work which makes more evident the mistake of those who believe both the end, the process and method of education are to be discovered in the psychology and physiology of the individual child. Professor Welton's book recommends itself as a most valuable text to be used in the professional training of teachers; it should serve not as a substitute for the psychological and biological studies which are rightly made so prominent to-day, but as a complement to them. (The MacMillan Company, New York, 1899, pp. XVI, 288, Price, \$1.00.)

Biography of Dr. Thring.

Life and Letters of Edward Thring, by George R. Parkin, C. M. G. "This record of a strenuous life spent in the pursuit of educational truth" is very appropriately dedicated by the author to his "fellow teachers thruout the English-speaking world." The record of his heroic struggles, his unwavering devotion to high ideals, thru a long life devoted to the building up of the famous English school at Uppingham, cannot fail to strengthen the courage and inspiration of every true teacher. This record cannot be summarized; its influence can be felt only by reading it in the letters and diaries of Thring himself, which the author has used largely and apparently very judiciously in making up this valuable biography of a schoolmaster. This book is also indispensable to the student of English educational history during the last half century. (The Macmillan Company, New York, 518 pages, price, \$2.00.)

Practical Suggestions to Teachers, a little pamphlet by Miss Emma C. Schoonmaker, principal No. 5, girls' department, Manhattan, consists of a number of little maxims and pieces of advice for the guidance of teachers in their work, for example:

[&]quot;Character means a fixed determination to act ethically."
"Children should be taught to act ethically; that is, that which fits best at all times—to act rightly."

[&]quot;Note, Be courteous to your children.

Expect them to be courteous to you."

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING JUNE 23, 1900.

Hope as a School-Room Factor.

It is a mistake to suppose that the children who enter the school-room, day by day, do not need the inspiration of hope. How many in a school of one hundred doubt themselves, doubt whether they can ever make any success in school or in life? One experienced teacher to whom this problem was given thought that the number would be twenty-five. It should be a maxim with the teacher always to encourage. This can be done by the eye, the look, an act, a word, and by anecdotes.

There are numerous stories to be told almost as wonderful as that of Joseph. Antoine Druot was a boy in a bakehouse; he determined to enter the artillery school of Chalons-sur-Marne; at the examination (to which he walked, a distance of twenty-five miles) he answered every question and many were difficult. He became an officer and fought in many battles; he won distinction in the battle of Hohenlinden and the boys should think of him when they recite, "On Linden when the sun was low."

Such stories will inspire many a discouraged boy "to keep pegging away" as President Lincoln said he must.

It is Supt. Cooley of Chicago.

It was a foregone conclusion with those who are best acquainted with educational affairs in Chicago that Mr. E. G. Cooley would be the successor of Doctor Andrews in the superintendency. But the unanimity of his election was a surprise even to his most enthusiastic admirers. No other nomination was made and not one of the names suggested by journalistic forecasters was mentioned. In Chicago parlance, Mr. Cooley had a walkover, and he deserves the honor. His eminent ability as a judicious administrator of school affairs has been demonstrated in many ways.

Supt. Cooley began his life work as a teacher in the country schools of his native state, Iowa. After six years of successful service as superintendent of Cresce, he was called to the principalship of the high school at Aurora, Ill. He refused several flattering offers, to become principal of the township school at La Grange, in order to be near Chicago university where he completed his college course, begun at the State University of Iowa, and obtained the degree of Ph.B.

If the three most popular school men in the Middle West should be mentioned, the names of Mr. Cooley and Doctor Tompkins would lead the list, especially in Illinois and Iowa. Mr. Cooley is a much sought-after institute teacher and conductor. He served for several years as secretary of the conference at the University of Chicago and co-operating schools, and he has been a leading official in several educational associations. His election last year to the principalship of the Chicago normal school as successor to Colonel Parker came to him as unsought as the superintendency with which the Chicago board of education honored him on June 13.

He is a clear-headed, progressive, energetic educator who knows what he wants, and he has the ability and

tact necessary for successful leadership. Teachers and school trustees will now turn their attention from the superintendent back to their appointed work. Friction cannot be altogether avoided—without it the wheels of progress will not move forward—but the movement will be smoother and, let us hope, more fruitful than it has been in the last few years.

Proud of Their School.

These are the words used by a gentleman in speaking of the inhabitants of a town that had just been left; the building was a plain one, but it was well painted and the grounds about it looked well kept. Now it is pretty clear that people cannot be proud of their school if the man at the head of it is not a man of culture and mental strength. It is not the building or the furniture that causes a feeling of exultation, it is that a man or woman of power, ability, and qualification presides over the work there undertaken.

A town of this kind is remembered: The able man departed; by political crookedness an adroit fellow succeeded—ene who courted the inferior class of citizens—the satisfaction of the people with the school vanished. A citizen who had formerly taken great pride in the school remarked when asked about it: "It is in a 'soso' condition." He really felt ashamed of the condition of things. A few years passed, and this man gave place to one who, as a teacher, was really great; an enthusiast, one who loved to do good to children, and around him the educational public rallied.

It is easy to infer from incidents like this that the effort must be to get men of real ability into the schools. And then, too, the teachers must feel that it is their sole business to have ability. This is what the normal school, the summer school, the reading circle, the ownership of books, the reading of educational journals, the lectures on education mean; the enlargement of power. The teacher must feel proud of his work before the people can feel proud of him.

New State Superintendent for Michigan.

The Michigan Republican nominating convention will be held at Grand Rapids June 27. There are three candidates for state superintendent of public instruction: Prof. Delos Fall, of Albion college, ex-Commissioner D. E. McClure, and Commissioner R. M. Winston, of Clinton county. Prof. Fall is by far the best known educator in the field. He is a graduate of the Ann Arbor high school and a graduate and post-graduate of the university. His teaching experience covers rural schools, high schools, and college work. He has been president of the State Teachers' Association and an active member of the N. E. A. Mr. McClure made a very successful commissioner of Oceana county, and is at present deputy superintendent of public instruction. Mr. Winston is county commissioner of Clinton county. There are also three candidates for member of state board of education: Commissioner F. Dayton Davis, of Marquette county (and exsuperintendent of Negaunee), Commissioner James H. Thompson, of Osceola county (ex-superintendent of Evart), and Supt. W. D. Conkling, of Dowagiac, all good men and worthy of the office.

Travel Guide. ummer

Every year a large proportion of the 400,000 teachers of the United States employ the long summer vacation in traveling. The various summer schools; the NATIONAL EDUCATIONAL ASSOCIATION, which meets this year at _harleston. 5. C., July 7 to 13; the American Institute of Instruction, which convenes at Halifax. N. S., July 7 to 11, and the great State associations, will be attended by thousands of teachers. Many attractive side trips can be made from the different convention cities. Fuller information concerning delightful vacation outings will be given in future issues of this Special Supplement.

How to Do Paris.*

By GEORGIA FRASER ARKELL.

From lifelong hearsay and reading, supplemented now by guide books, you know the main points of interest in Paris. To this I will add a few notes.

When strolling along the grand boulevards turn in to Rue Lafitte. It is just beyond the Credit Lyonnais where so many travelers' checks are cashed. In Rue Lafitte are many shops of curios, and the best known picture shops are there, and it is well to have the shop supplement the selected exhibits of the exposition. It shows more nearly the public's tastes.

On the Cour la Renie, along by the river, leading to the

exposition building, main notice the little house of Francis I. It is a gem of archi-

tecture.

Consider the city aside from the exposition buildings and note the plan. Consider the style and material of each building, and its relation to its neighbor's buildings. Notice the streets, their method of cleaning; the clear water flowing in the gutters. Watch the leisurely yet eternal industry of the people. Note their dress; the simple and appropriate robing of all those in any service whatsoever. And with it all remember that *Paris* is away. That even people of the middle class, notwithstanding a world's fair is buzzing at their doors, close their blinds and fly to the country and seashore in summer.



A neat advertising card of the Southern Railway.

Eating Places.

But when one goes to Paris he does as nearly as possisible as the Parisians do, so there is

southern Railway. plenty of opportunity for studying life. It is quite correct to sit at one of the little tables outside the cafes or restaurants and sip a citronade. Do not on your life ask for a limonade, because it happens to sound like lemonade. The French for the last named beverage is citronade, and very good. They will make it too, with bits of ice in tall glasses. Tea or clear coffee is always served at these tables, tho except at a few very expensive ones in the Grand Boulevards, tea is much better taken at the tea shops or at the little bakeries that indicate the same. It is well to remember that it is quite the custom for anyone to purchase a little cake or edible in any of these bake shops and eat it on the spot, plate and fork always standing there for the purpose.

Of the tea shops the most charming is just back of the Opera house on the Boulevard Hanneman. It is run by English ladies, and the muffins and toast are unap-

proachable. For restaurants, the most moderate in price for good food are the Duval houses, which are scattered everywhere thruout the city. For a more extended menu at

*Continuation of "Paris and the Exposition" begun in THE SCHOOL JOURNAL for June 2 (page 605).

still moderate prices go to the Caje de Rome opposite the station of St. Lazare. The very attractive restaurants and cafes scattered among the trees of the Champs Elysees, and those of the exposition grounds are expensive and should therefore be avoided by slender purses.

Most Americans are aware that breakfast in Paris consists of coffee and rolls or tea and rolls only. The second be eakfast, or what is our luncheon, begins, however, at half-past eleven, or twelve at the latest, and indeed the restaurants begin to get alive at eleven. It is as well, then, to take mornings for visiting Paris in general, have an early luncheon, and visit the exposition grounds in the long afternoons.

It would be a pity despite all the attractions within the walls to miss some of the charming trips outside of Paris. Steam trains or river boats take you to St. Cloud, from which proud eminence the Germans looked down upon captive Paris. The palace, alas, is no more, but what a view! Then there are the gardens, and the wood, with feathery trees like Fountainbleau. And such drives and One, not long, thru the wood to Marne, and walks! so to Ville d'Avray, Corot's home.

St. Germain is half an hour by train from Paris. From the Pavillion Henry IV., you look down, down, down, terrace below terrace, to the Seine, then away and away on a clear day, to the glittering whiteness of the new cathedral of Montmartre in Paris. This is said to be the finest view in France. Then here is the celebrated fount of St. Germain.

But after this hint you can pick them out in your

guide-book.

Now, last of all, whatever you do, do not hurry. One thing well remembered is worth fifty learned indifferently. What does one remember of a week in Paris interspersed with a week in London, Berlin, Rome, one day here, one day there? A wonderful impression of strangeness and foreignness, I grant you. A quickening of the pulse, an interest, a splendid tonic, an overwhelming desire to come again. But what of a single gallery, the ways of a people-not much, I assure you. Take two, three, as many weeks as possible for Paris, and let another city bide another time. So will you be the richer.

793

Summer Meetings of Teachers.

June 25-27—Convocation, University of the state of New York, at Albany. June 26-28.—Ohio State Teachers' Association, Put-in-Bay June 26-28.— Ohio.

June 25-30.—American Association for the Advancement of

June 25-30.—American Association for the Advancement of Science, at New York city. Secretary, Charles Baskerville, Chapel Hill, N. C.

June—North Carolina State Teachers' Association. Se'cy, C. H. Mebane, Raleigh.

June 26-30.—Georgia Teachers' Association at Cumberland island. President, Carleton B. Gibson, Columbus, Ga., secretary, G. C. Bond, Athens, Ga.

June 27-29.—Arkansas State Teachers' Association, at Pine Bluff. Sec'y, D. L. Paisley, Conway, Ark.

July 2 (probably).—West Virginia State Teachers' Association, at Parkersburg. Sec'y, A. J. Wilkinson, Grafton.

July 3-5.—Pennsylvania State Teachers' Association at Willamsport. Sec'y, J. P. McCasky, Lancaster, Pa

July 5-7.—New York State Teachers' Association at Thousand Islands; Pres. John T. Nicholson, P. S. No. 10, New York City.

York City.

July 7-11.—American Institute of Instruction, at Halifax, N. S.—Sec'y, E. H. Whitehill, Bridgewater, Mass.
July 7-13.—National Educational Association, at Charleston, S. C. Sec'y, Irwin Shepard, Winona, Minn. -American Institute of Instruction, at Halifax,

July 24-27—Tennessee State Teachers' Association, at Monteagle. Sec'y, R. L. McDonald, Union City.
July (usually second week).—Maryland State Teachers' Association (place not yet fixed by executive committee). Sec'y, S. W. Wilkerson, 1712 W. Lombard street, Baltimore.

Ju

ANNUAL MEETING

National: Educational: Association,

AT CHARLESTON, S. C.,

Fuly 7th-13th, 1900.

Charleston, one of the most beautiful of Southern Cities—aptly called the Venice of America—has been chosen as the meeting place for the National Educational Association, in July, 1900. It has been estimated that over ten thousand persons will be in attendance, and there is no doubt but that Charleston will accommodate everybody with its wonted hospitality. Those who are not able to obtain accommodations at the hotels and boarding houses will be distributed among private houses, where they may be assured of a most cordial welcome.

Charleston, although well South, is remarkably cool during the summer months, and the attractiveness of the city so famous historically, and its many nearby resorts upon the ocean, including the Isle of Palms, will make the tourists' stay within its hospitable gates, -a sojourn of memorable enjoyment. In order that there need be no apprehension of excessive heat at Charleston, the following table is published.

Record of temperature readings made by the United States Weather Bureau, Charleston, S. C., at 8 A.M., noon, and 8 P. M., July 1st to 15th, 1898, and 1899.

			1898.			1899.	
		8 A. M.	NOON.	8 P. M.	8 A. M.	NOON.	8 P. M
July	I	82	86	83	73	80	75
-	2	80	86	82	74	80	76
	3	82	85	82	75	76	74
,	4	82	85	8x	73	85	80
	5	79	76	81	82 .	86	80
	6	75	82	81	8r	86	80
	7	77	86	82	78	87	80
	8	78	84	78 .	8o	87	81
	9	78	87	82	. 76	79	77
	10	80	74	75	75	81	78
	11	71	70	67	76	78	76
	12	66	69	74	77	84	79
*	13	73 80	75	78	76	85	81
	14		82	8p	80	90	83
	15	81	86	82	84	85	82
						_	

(OFFICIAL)

L. N. JESUNOFSKY, Local Forecast Official.

Charleston is full of historic associations. In the cemetery of St. Phillip's Church lie the remains of the Mon. John C. Calhoun. The Church, itself, which is the oldest in Charleston, was built in 1681. St. Michael's, which is the next oldest church, was built in 1752, is, with its cemetery, a perfect museum of revolutionary curiosities.

There was a tea party in Charleston Harbor, as well as in Boston, several cargoes of tea having been thrown into the waters of

the Harbor on the 3rd of November, 1774. This was done by the citizens in broad daylight without attempt at disguise.

In June, 1776, Charleston was besieged by a heavy fleet under the command of Admiral Sir Peter Parker, who was beaten off with severe loss, one of his eight ships in action being destroyed, while others were badly crippled, and all by greatly inferior force. It was in this action that Sergeant Jasper, one of the Garrison of Fort Moultrie sprang from the outer wall to regain the flag which had been struck down by a cannon shot, and replanted it upon the parapet under a heavy fire, exclaiming as he did so, "Don't let's fight without a flag.

A handsome life size bronze statue of Sergeant Jasper is now one of the chief ornaments in the beautiful Battery Park of

Upon the same occasion, Sir Henry Clinton's troops, in attempting to cross Sullivan's Island to attack the rear of Fort Moultrie, were badly defeated, and the expedition was entirely abandoned.

The City was again besieged by Admiral Parker in February of 1780 who, this time, avoiding Fort Moultrie, landed troops and laid siege to Charleston from the rear on the mainland, being aided at the same time by batteries erected on James Island. A shot from one of these batteries carried away the arm of and otherwise mutilated a statue of Sir William Pitt, which had been erected by the grateful colonists in recognition of that statesman's fearless espousal of their cause in the British Parliament. This statue is still to be seen in Washington Square, Charleston, the arm never having been replaced, as the people considered that thus mutilated by

the British, it was the more to be venerated. After a brave resistance, however, General Lincoln, in command of the patriot forces capitulated to the British on the 12th of May, 1780, and Charleston remained in possession of the enemy until December, 1782.

The story of Castle Pinkney, Fort Moultrie and Fort Sumter in connection with the history of Charleston, during the War between the States, is too well known to require repetition. Suffice it to say that after sustaining an unprecedentedly severe siege on the part of the Union forces, the Confederates evacuated the City on February the 17th, 1865, upon the advance of General Sherman through the center of the State, and the following day, a small boat sent by the Mayor of Charleston, brought word to Admiral Dahlgren that the place was abandoned; "Charleston and Sumter were Won!"

Just outside the walls of Fort Moultrie is the grave of the famous half-breed Seminole Chief, Osceola, who, in 1837 was captured by the United States troops in Florida while under a flag of truce, and held prisoner until he died. Nearby is the grave of the officers

and crew of the monitor Patapsco, which was sunk by a Confederate torpedo, carrying down nearly all on board.

The Citadel Academy—the West Point of South Carolina,—The Magnolia Cemetery,—the beautiful resting place of the dead, and the Isle of Palms, in Charleston Harbor, are all easily accessible and well worth seeing.

In St. Michael's and on other public buildings are still to be seen the results of the earthquake which shook Charleston to its foundations at 10 o'clock on the night of August 31st, 1886. Altogether there is no more interesting or attractive old city in the United

The Pennsylvania Railroad is the only all rail route between New York and Charleston, connecting at Quantico, Va., with the Atlantic Coast Line which has a through sleeping car service throughout the year, and at Washington with the Southern Railway which line has recently obtained entrance into the city of Charleston, and proposes to run, as required, through cars for special parties upon occasion of the annual meeting.

For this occasion, round trip tickets will be sold at one fare plus \$2.00 membership fee. These tickets will be en sale July 5th, 6th, 7th, and 8th; good to return until September 1st, 1900.



NATIONAL EDUCATIONAL ASSOCIATION

Charleston, S. C.

July 7 to 13, 1900

REACHED VIA SOUTHERN

Through the glorious mountains of Virginia and North Carolina,

The Scenic Line of the South

The Route Through the 'Land of the Sky"

Excursion Tickets on sale July 5, 6, 7, and 8, good returning until September 1. Stop-over privileges allowed.

1 TO

Write for full particulars, descriptive literature, etc., to

W. A. JOHNSON
Passenger Agent
271 Broadway, New York

ALEX. S. THWEATT

Eastern Passenger Agent

1185 Broadway, New York

RECREATION AND INFORMATION BUREAU

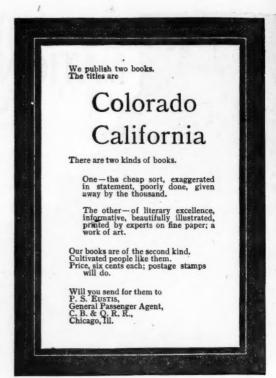
The latest innovation to aid travelers is the recently established Recreation and Information Bureau of the

NEW YORK CENTRAL RAILROAD

The headquarters of this Bureau is at 1216 Broadway, corner of 30th Street, New York, with branches in all the City Ticket Offices of the New York Central in New York and Brooklyn, and in the large cities up the State through which the line passes.

All persons, especially ladies, intending to make a trip for health or pleasure, will find it to their interest to avail themselves of the facilities afforded by this system.

Our Illustrated Catalogue, a booklet of 40 pages, 4 x 8, gives synopsis of contents of each of twenty-seven books; thus Catalogue sent free to any address on receipt of a postage stamp. by George H. Daniels. General Passenger Agent. Grand Central Station, New York.





PLEASANT TRAVELING

Not all the pleasures of travel consist in what may be seen out of the car window. And yet, the country traversed by the great through trains of the Lake Shore & Michigan Southern Railway is most pleasant to look upon, being the richest and fairest portion of the Middle States, with interesting views of its cities and villages and of the Great Lakes.

But to travel comfortably means pleasant traveling. Where your surroundings are made cheerful and pleasant by latest improved conveniences and considerate attention from polite employes. Where the service is safe, fast, and punctual. Where roadbed and tracks are kept in perfect condition, causing the train to ride true and easily. Where you get a good night's rest in the sleeping car.

These are features which make pleasant traveling for patrons of Lake Shore & Michigan Southern Railway. Reasons why experienced travelers use this route for travel between Chicago, Toledo, Cleveland, Buffalo, New York and Boston.

The following books for trazelers sent for four cents in postage to any address: "Book of Trains," "Justifying its Excellence," "Two Privileges Summer Travel," "Lake Chautauqua Resorts."

A. J. SMITH,

General Passenger and Ticket Agent, Cleveland, O.



The Favorite Route to the

N. E. A.

conventions.



WEST-BOUND.

via Fitchburg R. R. 11.00 am Leaves BOSTON daily " West Shore R. R. 12.45 pm " NEW YORK " " Wabash R. R. Arrives CHICAGO "

" Wabash R. R. ST. LOUIS "

2.40 pm 6.52 pm

EAST-BOUND.

Leaves ST. LOUIS daily, via Wabash R. R. " CHICAGO " " Wabash R. R. 12,02 pm Arrives NEW YORK " " West Shore R. R. 4.00 pm 44 **BOSTON** " Fitchburg R. R. 5.50 pm

See that your tickets read via the popular WEST SHORE ROUTE. You can travel via FAST LIMITED EXPRESS trains, hauling MAGNIFICENT WAGNER DINING and SLEEPING CARS, without change,

BOSTON, NEW YORK,

Albany, Utica, Syracuse, Rochester, Buffalo, Niagara Falls, Erie, Cleveland, Detroit,

CHICAGO and ST. LOUIS,

Connecting in terminal stations with routes for YELLOWSTONE PARK and places of general interest to the tourist

NORTH, WEST AND SOUTHWEST

The tourist via the West Shore Railroad will enjoy a transformation scene that no other line affords. Its line offers one The fourist via the West Shore Rairoad with chipy a transformation scene that no other line anoras. Its line offers one grand, ever-enchanting and picturesque panorama—along the historic and majestic Hudson River, skirting the foothills of the Catskill Mountains, through the beautiful Mohawk Valley, with the lofty Adirondacks in the distance, by the Great Cataract of Niagara, bordering on the great lakes of Ontario, Erie and Michigan.

No other route can offer such inducements for comfort and pleasure to the traveler.

C. E. LAMBERT, Gen'l Pass'r Agent, New York, U. S. A.

THIS SUMMER

TRY THE MOUNTAINS

THE KITTATINY AND POCONO RANGES-PEER OF THE ADIRONDACKS-ARE BUT 214 MINUTES FROM NEW YORK.

TRY THE LAKES

THERE ARE 51, OVER 900 FEET ABOVE SEA LEVEL, WITHIN 120 MINUTES OF NEW YORK. LAKE HOPATCONG, NEARLY 1000 FEET HIGH IS BUT 42 MILES FROM NEW YORK.

Lackawanna Railroad

Lackawanna Railroad

TRY THE MINERAL SPRINGS

RICHFIELD SPRINGS IS THE OLDEST AND MOST EXCLUSIVE WATERING PLACE IN THE UNITED STATES,

TRY YOUR LUCK AT GAME

FISHING, SHOOTING, GOLF, BOATING, BATHING IN HUNDREDS OF PLACES.

TRY THE ELEGANT HOTELS

FOR THE MOST FASTIDIOUS. BOARDING PLACES FOR THE DEPLETED PURSE.

ADIRONDACK MOUNTAINS

AND HOW

TO REACH THEM

Is the title of a 48 page folder issued by the New York Central, and is No. 20 of the "Four-Track Series." Some of the important features of this folder are:

- A complete map of the Adirondack Mountain region in colors.
- A map of the Central Lake region of the Adirondack Mountains on a large scale; also in colors.
- A complete list of hotels, boarding houses, camps, etc., with their location, dates of opening and closing, and rates by the day or week.
- A list of stage lines and steamer routes, with distances, time, and rates of fare.

Sent free, postpaid, on receipt of a 1-cent stamp, by George H. Daniels, General Passenger Agent, Grand Central Station, New York.

THE FAST MAIL ROUTE



between ST. LOUIS. KANSAS CITY, and all Points in MISSOURI. KANSAS. NEBRASKA. WEST and NORTHWEST.

THE COLORADO SHORT LINE

via PUEBLO to COLORADO SPRINGS. DENVER. SALT LAKE CITY, and OGDEN, and all Points in COLORADO, UTAH, and the PACIFIC COAST & & &

THE IRON MOUNTAIN ROUTE

For all Points in ARKANSAS, LOUISIANA, TEXAS, the SOUTHWEST,

THE BEST LINE to the Famous HOT SPRINGS OF ARKANSAS. THE CHOICE OF THREE ROUTES to the CITY OF MEXICO via Laredo, San Antonio or El Paso.

WILLIAM E. HOYT, General Hastern Passenger Agent, 391 Broadway, New York.

C. G. WARNER, Vice-President. RUSSELL HARDING, Vice-President and General Manager, H. C. TOWNSEND. General Passenger Agent.

ST. LOUIS.

IN THE LAKE MICHIGAN COUNTRY & &

of Northern Illinois, Wisconsin, Minnesota, and Michigan, there are hundreds of the most charming Summer Resorts on the line of the

CHICAGO. MILWAUKEE and ST. PAUL RAILWAY

awaiting the arrival of thousands of tourists from the South and East.

Among the list of near-by places are Fox Lake, Delavan, Lauderdale, Waukesha, Oconomowoc, Palmyra, The Dells at Kilbourn, Elkhart and Madison, while a little Excellent further off are Minocqua, Star Lake, Frontenac, White Bear, Minnetonka, and Marquette on Lake Superior.

For pamphlet of

"Summer Homes for 1900," or for copy of our handsomely illustrated Summer book, entitled,

"In the Lake Country,"

apply to nearest ticket agent, or address, with four cents in postage,

Geo. H. Heafford, Gen. Pass. Agent, Old Colony Building, Chicago, III.

RESORTS

GRAND RAPIDS AND INDIANA RAILWAY

"The Fishing Line."

Service To TRAVERSE CITY Neahtawanta **Omena** Charlevoix PETOSKEY Bay View Roaring Brook Wequetonsing Harbor Springs Harbor Point Oden MACKINAC ISLAND Upper Peninsula Points

"Michigan in Summer," a beautiful, illustrated pamphlet, descriptive of the above resorts and how to get there may be had upon addressing

C. L. LOCKWOOD, G. P. & T. A., Grand Rapids, Mich.

Try Michigan Resorts this Summer

Have you ever considered the advantages of a few weeks at BAY VIEW, PETOSKEY, CHARLEVOIX, TRAVERSE CITY, POINT-AUX-BARQUES, LUDINGTON, OTTAWA BEACH, or other Michigan Resorts? If not, you should investigate the matter by writing to the General Passenger Agent of the PERE MARQUETTE RAILROAD, at GRAND RAPIDS, MICH., who will

SEND YOU A FOLDER **FULL OF PICTURES** AND INFORMATION

P. S.—The Popular Route to the Michigan Resorts is the PERE MARQUETTE RAILROAD (formerly Flint and Pere Marquette, Chicago & West Michigan and Detroit Grand Rapids & Western). All Ticket Agents sell via this route

H. F. MOELLER, Gen. Pass. Agent, GRAND RAPIDS, MICH.

geperende de la proposición dela proposición dela proposición dela proposición dela proposición de la dddddddddddddddddddddddddddddddddddddd

CHARLESTON, S.

Can be reached from the East ONLY VIA

THE ATLANTIC COAST LINE.

In through trains and through Pullman Cars WITHOUT CHANGE

ROUTE—VIA WASHINGTON and RICHMOND.

Ask your Ticket Agent now, or write to any of the undersigned for information as to rates, etc. account of meeting of the National Educational Association, July 7th to 13th, 1900.

H. P. CLARK, G. E. A.

JONAB H. WHITE, E. P. A.

New York City.

A. C. KENLY, Agent,
107 E. German Street, Baltimore, Md.

A. L. REED, D. P. A.

601 Penn. Av., Weshington. D. C.

T. M. EMERSON, Traffic Manager.

[Wilmington, N. C.]

H. M. EMERSON, Gen'l Pass, Agt

The Cool, Restful # # # VA SCOTIA NEW SUMMERLAND.

THE MOST POPULAR AND DIRECT ROUTE IS BY THE

Fast Mail Express Steamers sail from Lewis Wharf & BOSTON Yarmouth Line

at 2 P.M., every Tuesday and Friday, connecting at Yarmouth by boat and train for all points in the Maritime Provinces. Commencing June 25 it will sail

EVERY MONDAY, TUESDAY, THURSDAY, and FRIDAY at 2.00 P.M.
THE AMERICAN INSTITUTE OF INSTRUCTION will hold its Annual Convention at Halifax,
N. S., in July.

For guide-books, descriptive folders, rates, and other information, address

F. HAMMOND, Agent, YARMOUTH STEAMSHIP COMPANY (Limited), 43 Lewis Wharf, Boston, Mass.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

Hudson River by Daylight

The Most Charming Inland Water Trip on the American Continent.



THE PALACE IRON STEAMERS

NEW YORK" and "ALBANY"

OF THE

Hudson River Day Line

Daily, Except Sunday.

LV NEW YORK, DESBROSSES ST., 8.40 AM LV NEW YORK, WEST 22D ST., N.R. 9.00 AM LV ALBANY, HAMILTON ST., 8.30 AM

The attractive routs for summer pleasure travel to or from the

Catskill Mountains

Saratoga and the Adirondacks

Hotel Champlain and the North Niagara Falls and the West

> The Thousand Islands and St. Lawrence River

The superb steamers "New York" and "Albany," of the Day Line, are the fastest in the world and are the finest of their class aftest. They are designed exclusively for the passenger service, and carry no freight. Their rich furnishings, costly paintings, private parlors, and maindeck dining-rooms, commanding the river scenery, have given them a world-wide renown. Send 6 cts, postage for Summer Book to

F. B. HIBBARD, Gen'l Passenger Agt., Desbrosses Street Pier, NEW YORK.

Jui

tex ne he

yea

lak its

m

w

de

Summer Schools for 1900.

Illinois.

American Institute of Normal Methods at Northwestern University, Evanston, Ill. Session July 17-Aug. 3. Address O. S. Cook, secretary, 378-388 Wabash ave., Chicago. Chicago Institute.—Summer School, July 2-Aug. 10. Address Director, 603 Marquette building, Chicago, Ill. University of Chicago.—Summer Courses open June 15. Address the University of Chicago, Chicago, Ill. Chicago Normal Summer School.—Opens June 2 (three weeks). Address Dudley Grant Hays, 550 W. Sixtieth Place, Station O., Chicago, Ill.

New School of Methods for 1900.—Western School at Chicago, Ill., August 20-31.—Address American Book Company.

New School of Methods for 1900.—Western School at Chicago, Ill., August 20-31.—Address American Book Company, New York city, or C. C. Birchard, Manager New School of Methods, Washington square, New York City.

The Longwood Summer School at Longwood, Chicago, Ill.

-August 6-24. A Conference of Kindergartners, Primary Grade, and Special Teachers and Social Workers. Address Longwood Summer School, 9333 Prospect Ave., Longwood,

National Summer School, Armour Institute, Chicago—Fourteenth Session, June 25-July 7. Courses of instruction for teachers and supervisors offered in music, drawing, physical culture, and vertical penmanship. Address, Messrs. Ginn and Company, 378-388 Wabash Ave., Chicago.

Summer Latin School of Drake University.—June 18-Aug. 5. Address Chas. O. Denny, prin., Des Moines, Iowa.

Kansas.

State Normal School.—Summer Session June 7-Aug. 8. Address Pres. A. R. Taylor, Emporia, Kansas.

Maine.

Maine Chautauqua Union.—Summer Session of School of Methods at Fryeburg, Maine. Ernest Hamlin Abbott, mgr.

Massachusetts.

Martha's Vineyard Summer Institute, at Cottage City.— Opens July 10. Address Wm. A. Mowry, pres., Hyde Park,

Mass.
New School of Methods for 1900.—Eastern School at Hingham, Mass. July 16-27. Address American Book Company, New York city, or C. C. Birchard, Manager New School of Methods, Washington square, New York city.
The American School of Sloyd.—Walter J. Kenyon, director. Sixth Annual Session begins July 10, at Martha's Vineyard. School of Expression.—Summer term opens August 1. Address S. S. Curry, Ph. D., Pierce building, Boston, Mass. Sauveur Summer School of Languages at Amherst college, Amherst, Mass.—Twenty-fifth Session, July 9-Aug. 17. Address Registrar of Amherst college, Amherst, Mass.—Twenty-fifth Session, July 9-Aug. 17. Address Registrar of Music, Boston, Mass. Session July 10-27. Address Edgar O. Silver, pres., 29 E. 19 St., N. Y. city. Harvard Summer School of Arts and Sciences.—July 5-Aug. 15. Address J. L. Love, A.M., Cambridge, Mass.
The Lawrence Scientific School.—Address J. L. Love, sec'y, Cambridge, Mass.

Cambridge, Mass. Cambridge, Mass.

The Summer Session of the State Normal School at Hyannis will be held from July 5-Aug. 8. W. A. Baldwin, prin.

Mass. Institute of Technology—June and July, 1900. Address H. W. Tyler, Ph. D., sec'y, 451 Boylston St., Boston,

Benton Harbor College Summer School. Session begins June 19. Address The College, Benton Harbor, Mich.

Summer Kindergarten Training School at Grand Rapids, Mich. Address Mrs. Lucretia Willard Treat, principal, Grand

Michigan State Normal College, Ypsilanti.—Summer Quarter July 2-Aug. 24. Address Elmer A. Lyman, principal.

Minnesota.

Summer Session, University of Minnesota, Minneapolis, Minn.—July 30-Aug. 24. Registration will close Aug. 1. Address John H. Lewis, Supt. Public Instruction, St Paul, Minn.; D. L. Kiehle, Conductor, University of Minnesota; or E. B. Johnson, Registrar, State University, Minneapolis.

New Hampshire.

Lake Winipiseogee Summer School.—Courses in pedagogy science, and language. Teachers prepared for fall examinations, and students for college entrance. Address L. F. Griffin,

Dartmouth College Summer School.—Opens July 5, contin-ing four weeks. Address Registrar, Dartmouth college, uing four weeks. Hanover, N. H.

New York.

dress, Charles A. Shaver, conductor, Watertown, N. Y., or State Department of Public Instruction, Albany, N. Y.
Columbia University.—Summer Session from July 1-Aug. 8.
Address Walter Hammond Nichols, B. S., sec'y, Columbia University, N. Y. city.
New York University.—Summer Session from, July 9-Aug. 17.
Address Prof. Marshall S. Brown, University Heights, N. Y.

city. Adirondacks Summer School.—Fourth Session June, July, Adugust, and September. Courses in Art, Manual Training, and Nature Study. Address J. Liberty Tadd, 319 North 32nd street, Philadelphia, Pa.

street, Philadelphia, Pa.

Cornell University Summer School.—July 5 to Aug. 16. Address The Registrar, Cornell University, Ithaca, N. Y.

Cornell University Summer School of Nature Study.—Address College of Agriculture, Ithaca, N. Y.

Chautauqua Summer Schools at Chautauqua, N. Y.—July 7-Aug. 17. Address Chautauqua Assembly, General Offices, Cleveland, Ohio.

Summer School Art Students' League of New York.—Summer Season from June 4-September 29. Address Art Students' League, 215 W. Fifty-seventh street, New York city.

North Carolina.

Slater Industrial and State Normal School at Winston Salem, N. C.—June 20-July 6. Address S. G. Atkins, pres., Winston-Salem, N. C.

Asheville Summer School and Conservatory, Asheville. Session, July 2-Aug. 25.—Schools of music, fine arts, pedagogy, modern languages, kindergarten and normal training, physical culture, and photography. Address Archibald A. Jones, pres., or George L. Hackney, sec'y, Asheville, N. C.

Ohio.

National Normal University Summer School, Lebanon, Ohio.—Classes in pedagogy, science, mathematics, language, literature, elocution, music, etc. Session opens June 12. Address C. K. Hamilton, secretary, Lebanon, Ohio.

Texas.

University of Texas Summer School,—Austin, Texas, July 5-21. Address John A. Lomax, Austin. Texas.

Virginia.

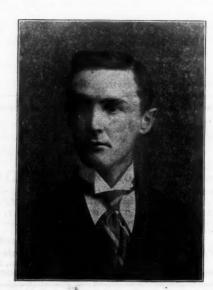
A summer school of methods will be held at Roanoke. Supt. E. C. Glass, of Lynchburg, and Prin. Kenkins, of the Portsmouth high school, have been designated as conductors.

West Virginia.

West Virginia, University Summer Quarter From June-Sept 1 Address Pres. Jerome H. Raymond, Morgantown, 21-Sept 1 Add West Virginia.

Summer School of Science for the Atlantic Provinces of Canada.—Founteenth Session July 26 Aug. 10, Bear River, N. S. Address J. D. Seaman, Prince St. school, Charlottetown. P. E. I.

Summer School of McGill University at Toronto.—Special Courses in Art. Address Registrar of McGill University,



New York State Summer Institute—Thousand Island Park,
N. Y.-July 9-27. Dept. of pedagogy, dept. of review. AdPresident of the New Jersey High School Teachers' Association. SUPT. H. C. KREBS, Somerville, N. J.

Teaching, not Apparatus.

President Faunce, of Brown university, took for his text before the graduating class, "Ever learning and never coming to the truth." In the course of his sermon he referred to "pedagogs who are intellectually dead, repeating to patient pupils the things they repeated twenty years ago." In numerous sentences he took the same position held by THE SCHOOL JOURNAL for many years. "Character and not educational apparatus, museums, laboratories, etc., is the main thing a college should give its students."

Not many years ago a principal of a private school invited the writer to take a look at the many costly improvements, introduced by him; he was especially proud of several finely finished bath-rooms and seemed to feel that with them he should have a large patronage. Politeness repressed the suggestion that a school needed more than a bath-room. The result showed that bath-rooms alone do not "draw." The college with small endowments is more likely to be sought, if there is genuine teaching, than the one that prides itself on the completeness of its equipment.

Just as The Journal goes to press word is received of the death, on June 19, of Mr. Arthur M. Mowry, son of Dr. W. A. Mowry. About six weeks ago Mr. Mowry returned from California, where he has been for several years trying to regain his health. He was thirty-eight years old and was an earnest, capable student, receiving the degree of A.M. from both Brown and Harvard universities. He collaborated with his father in several political and historical books, the one recently published on "American Inventors and Inventions" being largely his work. Deep sympathy in felt for the bereaved father and friends.

The National Educational Association did a good thing when it appointed its Committee of Ten and its Committee of Fifteen; the reports they made are truly valuable. What is now needed is a committee that shall report on a practical plan for the selection of a list of persons fitted by education, and training for work in the school-room; from which list all appointments shall be made by boards of education or other appointing powers.

The dispensing of money for school purposes belongs to a political power—a board of education; and it cannot be expected that this body will relinquish the right of appointing the teachers who are to receive the money. But this body must not be permitted to say what constitutes a properly qualified teacher; that right inheres in a body that is constituted for this purpose. The great question is, How constitute a body to determine who are properly qualified teachers.



E G. Cooley, superintendent-elect of the schools of Chicago.

The Busy Morld.

Republican National Convention.

The eyes of the world are now fixed on Philadelphia where the twelfth national Republican convention is in session. In all these conventions the successful tickets were nominated, excepting three—1856, 1884, and 1892. The candidates were: In 1856, John C. Fremont, for president, and William C. Dayton, for vice-president; 1860, Abraham Lincoln and Hannibal Hamlin; 1864, Abraham Lincoln and Andrew Johnson; 1868, U. S. Grant and Schuyler Colfax; 1872, U. S. Grant and Henry Wilson; 1876, Rutherford B. Hayes and William A. Wheeler; 1880, James A. Garfield and Chester A. Arthur; 1884, James G. Blaine and John A. Logan; 1888, Benjamin Harrison and Levi P. Morton; 1892, Benjamin Harrison and Whitelaw Reid; 1896, William McKinley and Garret A. Hobart. It is stated that the candidates for 1900 will be Wm. McKinley and Theodore Roosevelt.

The Navies of the World.

Brassey's Naval Annual for 1900 gives some facts of general interest in regard to the navies of the world. In reference to naval expansion, it says there are signs to which Britons cannot shut their eyes—signs which may presage a coming storm, may herald passing squalls, or may be merely clouds, which will disappear with the dawn. The secretary of the British navy, however, believes that that navy is perfectly competent to deal with any attack that could be meditated by any possible combination of powers. Still it is well for British naval authorities to watch carefully the introduction of new naval elements in the direction of the world policy.

The strength of the United States and Japanese navies has been shown, as they have each been engaged in a successful war recently. Still there is nothing for Great Britain to fear from them, as they are both friendly. Of the great powers that are not altogether friendly their strength in first, second, and third class battleships compared with Great Britain's is as follows: Great Britain, 47; France, 34, and Russia, 18. This shows that France and Russia have a slight advantage in numbers, but their ships are not as powerful as England's.

China Defies the World.

China has at last bid defiance to the world by firing upon the combined fleet of the powers at Taku, and brought retribution on herself by the bombardment and capture of the forts.

The accounts of the battle are not altogether satisfactory, but according to latest advices the affair was about as follows: On the afternoon of June 16, in view of the large bodies of Chinese troops assembling at the forts, and of the fact that torpedoes had been laid in the Peiho river and that all naval communications were interrupted, the naval commanders held a council and decided to send an ultimatum, calling for the disbandment of troops and announcing that if the order was not obeyed before daybreak on the following day the squadron would destroy the forts. Shortly after midnight the Chinese forts opened fire and the British, German, French, Russian, and Japanese warships replied. Two of the forts were blown up and the rest carried by assault.

During the bombardment the British gunboat Alger-

During the bombardment the British gunboat Algerine was damaged and two of her officers and four of her men wounded. The total loss of the allies were twenty-one killed and seventy-eight wounded. Of these the Russians lost sixty-one. Japan and Russia landed a large force of troops.

The forts began firing in obedience to orders from Peking conveyed in a personal edict from the empress dowager by advice of the minister of war. There has been much speculation as to the course she would take; this defines her position beyond question, and shows that she is in full sympathy with the anti-foreign agitators.

The most contradictory and confusing reports come as

Jur

the

ato

gai

of (D

an

of

(2 be is of p

to the situation of affairs in Peking. It is said that the Roman Catholic cathedral, two missions, and the foreign legations have been burned; that the German envoy has been killed, and that the city is practically in the hands of the mob. Grave fears are expressed for the safety of the American marines who went to Peking ahead of the international column.

The powers acted promptly on receiving information of the battle, and thousands of troops have been ordered to the scene of the trouble by Germany, France, and Russia. 'A regiment has been ordered to China from India. The attitude of the United States is still non-committal, Admiral Kempff being instructed to do what is necessary, but receiving no definite orders. The Ninth U. S. infantry cannot embark from Manila in a week, as a typhoon has washed out the railway bed between Tarlac and Manila.

New Japanese Minister to England.

Baron Hayashi, the new Japanese minister to England, is expected to arrive in London about July 1. His appointment was made at the earnest request of the British government that wished a man as an ambassador who was a thoro representative of modern Japan, who possessed the confidence of the Conservatives and Progressives of the Tokio government, and was at the same time acquainted with Russo-Japanese affairs. Altho Baron Hayashi spent some time as Japanese representative in St. Petersburg, he is no Russophile, but rather the contrary, his personal ambition being to establish, if possible, an offensive and defensive alliance between Great Britain and his own country in the Far East.

The Election in Cuba.

The Cuban election took place on June 16. In Havana Gen. Alejandro Rodriguez, the Nationalist candidate for mayor, was elected by a large majority over the Independent candidate. Most of the city officers chosen are Nationalists. The success of this party is attributed to the indifference of the people, as the Nationalists are comparatively weak in numbers. Reports from every part of the island show that perfect order prevailed at the polls.

Boer War Nearly Over.

There are indications that Lord Roberts considers the South African war near a close. One of these is the fact that Gen. Buller has dismissed the Natal volunteers, and another that it is proposed to withdraw a complete division of regulars from Buller's army and send them to China.

Calcium Carbide.

This is now used to make acetylene gas, which burns with a white flame; it is much used in bicycle lamps. It is a dark substance not very unlike coal. To make acetylene gas water is put on the calcium carbide. This substance is made by putting ground coke and quicklime together and passing a powerful electric current thru; a great deal is made at Niagara Falls; it now costs about five cents a pound.

The Prison Ship Martyrs.

At the time of the Revolutionary war the British kept Americans taken prisoners on ships anchored in Wallabout bay, near the navy yard in Brooklyn. Many of these died and were buried on the shore. In 1808 the bones were exhumed and buried with solemn ceremonies. Other bones have been lately found on the site of the navy yard and on June 16 were placed with the rest, the national authorities participating. It is thought 15,000 thus died.

Marconi System in Hawaii.

The Marconi system of wireless telegraphy will be used, instead of cables, in the Hawaiian islands. Stations and poles are now being put up, and it is expected that the system will be in operation in two months. The poles will be two hundred feet high.

Great Events of the Nineteenth Century.

The French Revolution occurred at the close of the eighteenth century and caused the nineteenth century to open with all Europe in a state of war. The peace of Amenins in 1802 was a mere lull in the storm. Trafalgar, 1805, Moscow 1812, Waterloo 1815 are three of the early incidents.

This war between France and England brought on the "War of 1812" with the United States; it closed with the battle of New Orleans.

In the reconstruction after Waterloo, Austria headed a German Confederation; Italy was dismembered; it was attempted to restore the old dynasties and their traditions. But the lessons taught by the American and French Revolutions were to bear fruit. Between 1810 and 1822 all the colonies on the American continent had broken away from Spain and Portugal, and became independent.

The United States began its expansion in 1803 by buying Louisiana, and Florida in 1821.

Resistance to oppression was begun in Greece in 1821; England and France assisted and the naval battle of Navarino gave her freedom; this Turkey granted in

Parliamentary reform was effected in England in 1832; two-thirds of the House of Commons had previously been chosen by the peers and rich land owners; but earnest agitation put the suffrage into the hands of a large class of the people.

The French people, at first submissive under the Bourbons, in 1830 revolted and drove Charles Tenth from the throne. Louis Philippe, his successor, failed to realize their idea of a free-ruling king and was obliged to abdicate in 1848. Louis Napoleon fascinating them with the vision of a republic was elected president, but soon turned it into an empire and was crowned as emperor in 1852.

As we have said Austria was put at the head of the German Confederation, but an intense and bitter rivalry began to appear on the part of Prussia. Hungary revolted from its union with Austria under the leadership of Louis Kossuth; but Russia aided Austria and the revolution was crushed out.

Cavour and Mazzini began in 1848 to labor for a united Italy. Sardinia joined France and England in the Crimean war; in turn France became her ally, and the battles of Magenta and Solferino took place in 1859, giving Lombardy to Italy. Garibaldi roused up Sicily and Naples and Victor Emanuel was made king of Italy, Florence being made the capital; when the French left Rome that city became the capital.

In 1870 Napoleon provoked a war with Germany and was defeated and taken prisoner; the French empire came to an end and a French republic was formed.

The defeat of France put Prussia at the head of the German Confederation and eventually a German empire

Turkey was aided by France, England and Sardinia in resisting the claim of Russia to be the protector of the Greek Christians in her dominions; the Crimea in 1854 was the battle ground. But her oppressions of these people led to revolts. Russia in 1877 sent an army into Turkey; this led to the enfranchisement of Roumelia, Roumania, Bulgaria, Bosnia, Herzegovina, and Montenegro.

The Louisiana purchase was followed by the annexation of Texas; the war this brought on gave the United States California. The sentiment in the Northern states demanded the abolition of the slavery of the blacks in the Southern states; the passions of the people were so roused that war followed; and the result of the war was the destruction of slavery. The war being over the nation was reconstructed with new guarantees of universal freedom.

The characteristic features of the century are the scientific discoveries made and the application of the forces of nature to the needs of mankind. Among the results of research are (1) the wave theory of light (2)

the nebular hypothesis, (3) spectrum analysis, (4) the atomic theory, (5) the molecular composition of gas, (6) the conservation of energy, (7) the cell theory of organisms, (8) the progressive development of plants and animals (Lamarck), (9) the origin of species (Darwin), (10) the doctrine of evolution, (11) the evolution of the earth, (12) the use of anæsthetics and antiseptics, (13) the discovery of bacteria and the origin of disease.

Among important inventions are (1) friction matches, (2) the steam engine, (3) the power loom, (4) the steamboat (1807), (5) the railway (1825), (6) electro-magnetism (Faraday, 1831), (7) electric telegraph (1844), (8) ocean cable (1851), (9) ocean cable (1858), (10) the telephone (1876), (11) electric lighting, (12) electricity as a power, (13) daguerreotypes (1839), (14) photographs (1850).

Another feature is the rapid increase in wealth, growing mainly out of the discoveries just enumerated.

Who Was Omar Khayyam?

The hold that Omar has on the literary mind is intimate and strong. The Persians are of Aryan blood as well as we, and have had the same experiences of life. Persia is to-day in ruins, but she was once a powerful and cultured nation. Alexander in 330 B. C. found a city at Persepolis more extensive and magnificent than then existed in the world, and destroyed it. Persian literature has always held a high place in the estimation of scholars, but the language forms are unlike ours; employing poetic forms a poet is needed in the translator. Omar died in the year 1000. The manuscript of his Rubaiyat is in the Bodleian library and has been translated by Edward Fitzgerald—a poet and friend of Tennyson. Other manuscripts have been found in other libraries and translations have been made in German, French, and Italian, showing the value that is placed on these poems and the estimation in which the author is held.

The Greatest Battle.

It is now nearly five hundred years since the greatest battle the world has known took place. On July 20, 1402, Timour, the Tartar, and Bajazet, the sultan, came into conflict at Angora in Asia Minor. Timour was a military leader of great ability; it was his custom to build the heads of his enemies into vast pyramids or towers, with cement, as monuments of his vengeance or prowess. In the square of Bagdad, after its capture, he built a triumphal column containing 90,000 heads of the slaughtered citizens.

Bajazet led other Tartar tribes which were called Seljukian Turks; these had taken possession of Asia Minor and it was their cruelty to pilgrims that led to the Crusades. Bajazet had crossed into Europe and fought a great battle at Nicopolis in Bulgaria with the Christians and defeated them. Europe was thrown into a panic for the victorious Turk vowed he would stable his horse in St. Peter's at Rome.

Just at this time Timour the Tartar (being lame he was called Timorlane or Tamerlane) began his conquests in Central Asia and Bajazet hastened back to defend Asia Minor; Bagdad had already been taken. The bearer of the message Tamerlane sent to Bajazet was decapitated by the sultan's own hand because it contained an insult. Tamerlane on receiving Bajazet's letter ordered 4,000 Turkish prisoners to be buried alive in a huge pit. Both made great preparations; a year and eleven days were thus spent.

Tameriane invested the city of Angora; he had a vast army, some think one million; he had innumerable cavalry and 500 elephants. Bajazet had, it is thought 800,000 men; tho a skilful fighter and a brave man he was defeated and taken prisoner and thrown in chains at the feet of Tamerlane. His captor put him in an iron cage and carried him about with him until his death; from this cage he was taken when Tamerlane wanted to mount his horse, using his neck as a step.

Letters.

Fault-Finding.

I note in a recent number of THE JOURNAL some good points, as to few things and thoroness in school. I have been teaching a good many years; I taught when reading, spelling, writing, geography, and arithmetic were the studies pursued. Then a complaint was made the pupils did not learn enough, and grammar was added; then I had classes in algebra and natural philosophy, and finally physiology—all this in a district school, too.

In our graded schools there are to-day hardly more than this; nature study, which is a branch of geography, and drawing have been added; manual training is not really a separate branch. I am of the opinion, often expressed in The Journal that it does not matter so much what number of studies is taken up, but wholly what the teaching is. I have had teachers who could, supposedly, teach arithmetic, geography, and reading well enough, and who if they were put to teaching nature study and drawing in addition would make a great failure. But if the matter was looked into it would be found they were teaching arithmetic and reading in a perfunctory way and not at all well.

The thing to do is to have more skilful teachers; it is the only thing to do. I will admit that you can get greater mechanical results by having fewer studies; but, my friends, the battle for the past twenty-five years has been to get rid of mechanicalness in the school-room. Do not let us murmur for the flesh pots of Egypt. Our motto must be "Skilful Natural Teaching in the School-Room."

H. C. ROBERTSON, JR.

Albany.

Tardiness and Absences.

In a small town school (250 enrolled) the per cent. of tardiness was surprisingly low. About the only cases occurred in one family. As I am never exactly satisfied with even a high degree of perfection I addressed a very respectful and complete note to the parents and received the following reply:

I am very sorry the children have been tardy, I will send them earlier hereafter. The mornings have been so damp I have kept them indoors until half past eight o'clock as they both suffer with catarrh. Last Friday Elmer had earache, but was relieved about school time so I thought it best not to detain them for an excuse. His little sister won't go without him. I hope they will give you no further trouble.—Mrs. McD.

This was nearly two months ago and the little fellows have not been tardy since.

Noticing that a good many absences were occurring in two families I sent the janitress to find out the reason. They replied as follows:

The reason I kept my little girl at home was on account of her being subject with Diabetes. She is better now and I will start her again Monday.

MRS. L. C. S.

The janitress has been to see me twice about my children being absent from school and now I will send a written answer instead of a verbal one. My children have been sick, one with bronchitis, one with tonsilitis, one with croup, earache, and fearful cold, and two of my oldest boys down with typhoid fever. I will send Carrie, Mable and Bennie to school when they are well enough, but I have so much trouble with them when they take cold that in damp weather I am forced to keep them at home as they are so susceptible to colds when there is the least change in the weather, having weak lungs and throat affection. Thanking you for the interest you manifest in them and hoping this will prove satisfactory, I am, Mrs. E. C. S.

I concluded not to worry over absences caused by such an array of diseases, and at least one of them said to be incurable. They are, however, attending quite regularly now.

If teachers will show parents that they are unselfishly interested in doing away with tardiness and irregularity of attendance yet without making it a hobby, carrying it to extremes or losing sleep on that account, it will, in my opinion, go far toward securing the parents' co-ope-N. R. BAKER.

Alabama.

8 Waste of Time in School.

A lecturer in Cincinnati last winter thought that more than half a child's time was wasted in school. On reading the lecture, I began to think of my school days and concluded he was right. In my teaching I feel I have unintentionally wasted a good deal of my pupils' time. Take the recitation in arithmetic, for example; there are twenty pupils and there is a waste of five minutes, it amounts to one hundred minutes. This will tell in time.

But this is but a small part. The waste is composed of various elements. Supposing the food, clothing, air, health are all right there is the personality of the teacher, the taste or feeling of the pupil to be considered. Under some teachers a pupil will learn twice as much as another; of this some do not seem to think. Then there are pupils that have no interest in the study itself; their bodies are in the school, but their minds are not.

Then I suppose half of the teachers cannot rouse en-thusiasm; the school work is a dull dead "grind." When we stand near such a school and see the children leave, then we can understand the case better. "Sorry to come, glad to go" is emphatically true of the entire group. Of course this state of mind produces an incalculable waste.

Harrisburg.

Literature in Country Schools.

I submit a little plan that I have carried into effect in my small country school, and which I am quite sure has added to the pleasure of the pupils, to say nothing of the benefit derived therefrom.

I spoke to the pupils on the subject of literature, trying to impress the importance of the study on their minds. The majority seemed elated at the prospect of a new study, and were anxious to begin.

For the third reader grade I bought that famous and dearly loved little classic—"Little Red Riding-Hood." Once a week, instead of their regular lesson, they read this pleasing and beautiful little story. They take a great delight in making paper cuttings and drawings of the leading characters in it, the wolf, grandma, and the little girl. Some of the boys have made small wooden axes, representing those of the wood-cutters. One bright little lady came in the other morning with the real wreath of snowy flowers that Red Riding-Hood made on her way to grandma's. They are keenly interested in the story, and are always happy to relate it. This class of eight was supplied with the story, neatly bound in heavy paper and having excellent print by an outlay of forty cents.

The primary history class on Tuesdays have a lesson on our most beloved and widely-known poet, Longfellow. I secured a little manila-covered pamphlet entitled "The Study of Longfellow," and one of these is placed in the hands of each member of the class, at a cost of five cents

apiece. To make this lesson more interesting, I bought from a picture company a series of pictures that we call the Longfellow pictures, the poet, his children, his home at Cambridge, his arm chair, with a few others illustrating poems of his. These I paste on sheets of heavy paper with a few of his most familiar short poems, and hang These I paste on sheets of heavy paper on the rough walls of the school-room to be studied by the children. Each week they memorize four or five verses, from some one of these poems. When the class has sufficient material in mind they write a composition on Longfellow.

For the advanced class I have Tennyson's "Enoch The girls are deeply interested in the pathetic tale it embodies, and go at once to the heart of the story, imbibing its sweet lofty sentiment, and loving no less the beautiful language in which the pitiful narrative is couched.

This lesson we have on Fridays of each week. Studying carefully the number of verses assigned for a lesson, I make out a close list of questions which I require them to answer. Particularly beautiful passages are committed to memory. We go very slowly, yet I believe we obtain a more lasting pleasure by trying to sound the depths of its beauty and purity.

Almost any classical poem can be purchased at three cents per copy. Of course they are very plain paper-covered pamphlets, but the print's good.

I do not like to close without telling what is done for the very young children of the school, those who cannot get for themselves any pleasure from reading; two days in the week without interfering with regular lessons, for about fifteen minutes each time, I read to them selections from Longfellow's "Hiawatha," that fascinating poem of Indian life, so full of interest and beauty to all children. We talk about the Indians till the children are absorbed with interest in those wild people of the past. Then on the blackboard are placed a few crude drawings illustrating what is being read. All unknown terms are explained by means of pictures, if possible.

Young children dearly love the poet's quaint style of expression, and the beautiful rhythm affects them like LELIA COX THURMAN. soft, wonderful music.

Georgia.

700 A Dead Fogy.

It is pleasing for an agent as he introspects at the close of the school year that he feels more confidence in obtaining subscriptions to THE SCHOOL JOURNAL than he did formerly. The persons who are addressed are mainly superintendents, principals, and the leading teachers, and there is oftentimes a heartiness in the greeting one gets that is in contrast with the coldness once so apparent. Yes, there is progress, but there is no small number who are unwilling to subscribe because they have no interest in anything outside of their own school-room.

I called on a superintendent last fall and was told by him that he "had no use for an educational paper."

- "But some of your teachers subscribe, don't they?"
- "Yes, there is Miss A. over in -- school, she takes your Institute."
 - "What sort of a teacher is she?"
- "Probably the most likely of the lot. Then Miss B. takes The Primary School.'
 - "What kind of teacher is she?"
- "Do you think it is of benefit for them to take those papers?"
- "See here, young man, I see what you are driving at. Go ahead and put me down on your list.'

But not all are like this man. I called last spring on a principal who had been at work for sixteen years; he said he got sample copies of the papers and there are good things in them, "but I guess I won't subscribe." I tried to have him see that teachers should encourage a teacher's paper, but all in vain.

I stopped at a drug store to wait for the train and found the druggist was a member of the school board. He was quite outspoken when he found I had been to the school; the principal was a "dead fogy; just the same now as he was when he first came here; he needs dyna-

I turned the conversation on Miss A. "She's a bright Of Miss B. he remarked: "We need more such." I went away convinced that the really bright men and women in the schools take educational papers.

F. G. T.

The Educational Outlook.

How the Cuban Teachers Will Spend Their Time.

CAMBRIDGE, MASS.—President Eliot is of the opinion that no one act, since he has been at the head of Harvard, has been of so large a scope as the coming visit of the Cuban teachers. In an address before the Cambridge Congregational club he said:

club he said:

"The object of the visit of the teachers is to see American civilization and American institutions. Their education is necessarily meager, and last December the school system was extremely rough. Now there are thirty-five hundred teachers, and nearly half have enrolled themselves to come. Only 1450 can be accommodated, the number being about equally divided between men and women, altho at first it was thought that the number would be mostly women. The scheme was originated by Ernest L. Conant, a former teacher in Harvard, who was one of the first Americans to go to Havana after the close of one of the first Americans to go to Havana after the close of the war.

"For the teaching, physical geography was the first subject decided upon. This is to be taught by means of stereopticons in Sanders theater and by excursions. Most of the sixty teachers who are to instruct the Cubans are graduates of Harvard and Radcliffe. The Cubans will be sent away on excursions in squads, and each company will be accompanied by an interpreter interpreter.

The history of the Spanish colonies in North and South nerica will be taught. There will be lectures on American America will be taught. There will be lectures on American history. Mrs. Quincy A. Shaw will provide a course in kindergartening for the women. There is to be a voluntary course in botany, besides lectures on public libraries and the American public schools. Instruction will last all the morning. Three afternoons a week will be devoted to excursions. The rest of the afternoons, the evenings, and Sundays they will be

Mr. Frye has had some difficulty on his end of the line. He found it took him sometimes a month to receive a reply from the interior. He attempted to secure a universal kind of trunk

the interior. He attempted to secure a universal kind of trunk for the use of the teachers, but found he could not deliver them with any degree of certainty.

"The Catholic church in Cuba held back pretty hard against sending its followers among Protestants. The last difficulty which we encountered arose from our own government. A circular was issued, saying that a month's salary would be paid June 15. Now there is doubt whether that payment will be made before they board the transports.

"The amount subscribed to-day toward the Cuban tea chers' fund is \$62,000, and we hope and expect that the entire \$70,000 will be received by the time the Cubans sail."

Boston Vacation Schools.

BOSTON MASS.—The committee on vacation schools has decided to open three schools on July 6 to continue for six weeks. As the appropriation for these schools amounts to but \$3,000, the work will necessarily be limited. This will be, how ever, the first time that such schools have been conducted under the direction of the school committee.

Mr. Edward P. Sherburne, master of the Lowell school, will be director of the schools. Mr. George E. Murphy, sub-master of the Hugh O'Brien school, and Miss Caroline F. Cutler, first assistant of the Wyman school, have been appointed assistant principals. The committee has exercised considerable care in the location of the schools so as not to interfere with the work

the location of the schools so as not to interfere with the work already established under private enterprise.

The work planned for the boys consists of wood-working, music, gymnastics, games, drawing, and field lessons, with reading rooms and school gardens. The schedule of instruction for the girls includes cooking, housekeeping, sewing, music, games, drawing and field lessons, with a reading-room and school-garden for each school. Attendance will be voluntary and the three hours spent in the school-rooms five days a week will be made as interesting as possible.

week will be made as interesting as possible.

A feature of the work will be classes in regular, school studies for the benefit of backward pupils. The classes will not be formed unless a sufficient number of children desire to devote their summer to making up work.

Dr. Harper on Russian Education.

Dr. Harper on Russian Education.

Pres. William R. Harper, of Chicago university, has recently spent two months inspecting the educational institutions of Russia. Dr. Harper had the pleasure of an interview with Emperor Nichelas II.. who showed a deep interest in everything concerning the United States.

In an interview Dr. Harper said: "Before reaching St. Petersburg I visited Kieff, Limberg, Cracow and Moscow, and it was with the schools, colleges, and polytechnic institutes of these cities that I chiefly interested myself. At all of them our party was received with great formality, a uniformed guard receiving us and the directors displaying much pride in showing us the results of their work. I was wonderfully impressed with the fine educational advantages available to the upper classes of the country, but equally with the lack of school facilities for the mass of the people. The country, however, is steadily progressing and I believe those in power are working for universal

education. But this end cannot be attained at a jump and as present there are not enough teachers in the empire for its ac-

complishment.

"For two days of my stay in Russia I saw a good deal of Count Tolstoi, who is still, despite his great age, full of intensity and interest in the world's affairs. He wanted to know why America was not more strongly for the Boers, with whom he said it was proper for us to sympathize. He himself is heartily on their side, as, indeed, is the great majority of the Russian people."

Filipinos Fond of Learning.

The Filipinos are said to be a very acquisitive race, young and old being unxious to learn from the Americans. General Otis, who is now at Washington declares they are beyond question who is now at washington declares they are events question the best of the Asiatic races. They need only opportunities for education to become a progressive community. The demand among them for schools on the American plan appears to be insatiable. Text books of the old Spanish type are still

sold among them at high prices.

An astonishing thing, Gen. Otis says, is the readiness with which the children acquire English. A few months seem to suffice. Some of the soldiers in the army speak a little Spanish and these have in many cases been detailed to do teaching

among the natives.

Flag Day in Chicago.

CHICAGO, ILL.—Oratory, music, and the parading of military and naval bodies marked the 123d anniversary of the adoption of the American flag as an emblem of freedom. Pres. Le Roy Van Horn, of the American flag day association, had requested citizens to wear flags in honor of the occasion and as a result that the freedom. tiny bits of red, white, and blue ribbon fluttered from thousands

of coat lapels.

The salute of the cannon upon the lake front at nine o'clock was the signal for the unfurling of the park flags and public school flags in districts within hearing. Flag day exercises were carried out by the school children in the five principal parks. These consisted of drills, songs, and recitations. At each of the demonstrations the constitution of the United States was read and the objects of the American flag day association explained to the children by eloquent men and women.

A School Exposition.

For a number of weeks the pupils of the Colfax school, Pittsburg, Pa., have been preparing for a grand exposition. Prin. J. K. Ellwood, who, by the way, is an enthusiastic, helpful leader in all that is progressive in school work, had planned to give just one day to the exhibition, but the parents and other visitors pleaded so hard for a longer time that two days of last week were devoted to it. were devoted to it.

ors pleaded so hard for a longer time that two days of last week were devoted to it.

Colfax school has five buildings. The one in which the ex position was held is large and pleasant, with matting on the floor of the halls and drugget in the class-rooms. Flowers, plants, statuary, and pictures add to the home-like appearance. Two unoccupied class-rooms on the second floor held the main exhibit. Visitors on entering the building were asked to register, and were then shown, by a pupil dressed as Miss Columbia, the series of water color pictures done by the fourth and sixth year classes, and arranged along the wall of the halls and class-rooms. Many of the pupils were dressed in costumes representing various periods of our own history and other nations. Among them were George Washington, Martha Washington, a Puritan maiden, several little Japanese girls, a Chinese boy, and Uncle Sam in all his glory of stars and stripes.

In the exhibit proper there were booths representing each of the states and territories. Over each booth was the name of the state done by the pupil arranging it, in some one of its best known products. For example, New York was worked in hops, Mississippi in cotton, Kansas in bodies of locusts, Kentucky in tobacco plant stems, Pennsylvania in coal, Illinois in wheat and corn, Michigan in apple bark, Washington in pine needles and Massachusetts in pictures of shoes. Pictures of the famous men and places of the several states, and samples of the agricultural and mineral products filled the booths. The pupils had fine photographs of the governors, for which they had written directly. They had also a photograph of the president of Mexico and the autograph of Sir Julian Pauncefote, sent direct.

Among the nations France was done in olives, Brazil in cofsent direct.

sent direct.

Among the nations France was done in olives, Brazil in coffee, Ireland in shamrock, Russia in fur, Egypt in lotus flowers, Mexico in cigarettes, England in cloth, Canada in furs, by the same youth; Germany in grape, Spain in yellow and red, and Japan in tea leaves. The Japan corner contained many rare curios and was presided over by three Japanese girls.

A large wigwam and a fine collection of Indian curios was in charge of a young Indian in feathers and war paint. Hiawatha's home was on a sand table. Gitchie Gumee, the pine forest, the wigwam, canoe, and rabbit, were all arranged by first year pupils.

forest, the wigwam, canoe, and fabbit, were all arranged by first year pupils.

The "Pilgrim village" was also on a sand table, with the sea (glass over blue paper), Plymouth rock, hills, houses, etc., done by second year pupils.

Among other interesting things were the plate and wall paper designs, the clay and manual work and the maps of states with their principal products posted on them. A special table contained a half hundred or more of illustrated booklets done by

J

the pupils of all grades, some of them being especially clever and pretty. A historical table contained many old curios and

the pupils of all grades, some of them being especially clever and pretty. A historical table contained many old curios and relics of early days in America.

Principal Ellwood has had most favorable comments on the work exhibited. The visitors were much surprised that pupils could do so well. The parents were enthusiastic and much good has been accomplished both for the pupils and the school. Mr. Ellwood may well feel proud of what he has done and that he is appreciated in Pittsburg is evident from the fact that he has just been unanimously elected for the tenth time. has just been unanimously elected for the tenth time.

A. B. Only.

NORTHAMPTON, MASS.—After 1904 Smith college will confer only the degree of A. B. Up to the present time three degrees, those of A. B., B. L., and B. S. have been granted. Besides changes in the entrance requirements, the faculty has made a complete revision of the system of undergraduate work, under which all graduates will receive the second of the system of the under which all graduates will receive the same degree. The new plan will prevent indiscriminate election of unrelated subjects, but allows free scope for those students who wish to pursue their studies along one particular line.

Old Andover to Move?

ANDOVER, MASS.—Because of the small attendance at the

Andover R. MASS.—Because of the small attendance at the Andover Theological seminary, the trustees are seriously considering the idea of moving the seminary to another place.

Andover is a wealthy institution, its endowment fund amounting to about \$2,000,000, but for some years the number of students has been small. Last fall the entering class num-

The latest proposition is to move the seminary to Cambridge and there either unite it with the Harvard Divinity school or continue it on an independent basis under its old name. Probably many legal and theological complications would arise should the former be attempted.

West Point Requirements.

WASHINGTON, D. C.—The board of visitors from Congress to the military academy at West Point have just brought out their report. They have arrived at the conclusion that the standard of admission to West Point ought to be materially raised. At present cadets are admitted under the provisions of an old law. The examination is so easy that a bright fellow has very little difficulty in passing it. Once in, however, he finds that the work of the first year demands a preparation far beyond that stated in the entrance requirements. Substantially the admission examination is like that set for a bight school beyond that stated in the entrance requirements. Substantially the admission examination is like that set for a high school and the work of the first year is equal in character to that of the freshman year in college, and far more exacting in many particulars. The result is the well-known weeding out process for which West Point is famous. The board believes that the weeding out should be done at the admission examination.

To Help the Blind.

The report of the Massachusetts state board of education, relative to the instruction of the adult blind, shows that the number of blind in the state is close to 4,200 including the partially blind, who have not "sufficient sight to distinguish printed letters one eighth of an inch square.

The number under twenty-one years of age may be placed approximately at six hundred, and the number over twenty-one

approximately at six hundred, and the number over twenty-one at 3,600. Of the 3,600 adult blind, about 400 are in institutions, chiefly because of their poverty and lack of homes; and of the 3,200 at home, some have received instruction in their youth or have been favored in well to-do homes with instruction in the

have been favored in well to do homes with instruction in the adult years, and are able to read embossed type, while others are physically and mentally beyond the reach of instruction.

Outside of these there must be many who might readily be instructed at home, but what their number is has not yet been learned. It is certain that a considerable proportion would be apathetic and unwilling to receive teaching. Upon the subject letters have been addressed to persons all over the world who have made a life study of the instruction of the blind. The answers give much valuable advice.

A Commercial Course.

PHILADELPHIA, PA.—The college of the University of Pennsylvania has issued a circular describing the course in commerce and industry, recently established in the Wharton school of finance and economy. The circular reads in parts:

of finance and economy. The circular reads in parts:

"In addition to giving the student the discipline of a college education, the course aims to furnish him with a special knowledge of mereantile and industrial activities which will fit him to take a place in the higher walks of commercial life, whether in internal or foreign trade, in the conduct of manufacturing or transportation enterprises, or in the consular service. The basis of instruction lies in economic and political science, to which is added the study of business law, business methods, as exemplified especially in banks, railroads, and shipping, the history and present condition of both trade and industry. The course also includes modern languages, which are of increasing importance in the commercial world.

"The admission of students to this course is governed by the general regulations of the college faculty. The conditions of admission are the same as those to the course in finance and economy. On the completion of the four years' course, students receive the degree of bachelor of science in economics."

In and Around New York City.

The committee on the Davis law salaries is taking steps to put the schedule into force as soon as may be. The lists of questions relative to their experience will be sent to the teachers early next week. Mr. Abraham Stern, chairman of the committee, is of the opinion that the matter will be arranged by August 1, in time for the salaries to be paid in September.

It is probable that a new system of appointing principals for the evening schools and evening high schools will soon be tried. The special school committee is not in favor of the present plan which allows principals of regular schools to serve also as heads of the evening schools. Some members of the committee hold that a principal of a day school has work enough, and they are opposed to the dual position, carrying, as

it does, two salaries.

The project under consideration is to elect principals of

evening schools from the eligible list.

GLEN COVE, L. I.—The annual exhibit of pupils' work, under the auspices of Supt, F. O. Payne, was given at the Glen Cove public school on the afternoon of June 21. The parents and friends of the pupils were invited.

At the regular meeting of the board last Wednesday evening the time was principally devoted to the letting of contracts for summer repairs. Resolutions were also passed urging the municipal assembly to pass the school-house bonds, amounting to \$3,500,000.

The teachers have received their June salaries and they are now concerned about the payment for July and August. The money should be paid on the last day of the school year, but if Mr. Palmer has to sign all the checks it is feared that they cannot be given to the teachers before July 3.

The Thousand Island Trip.

Mr. James McInnes, transportation agent of the N. Y. S. T. A. has issued the following important directions to teachers wishing to attend the convention at Thousand Island Park,

July 5-7:
Purchase one way ticket to Clayton, rate \$8.27. Get certificate at same time from agent. This when countersigned at Thousand Island Park by Railway Agent and James H. McInnes will entitle you to return ticket from Clayton to New York at one-third fare, \$2.75. Ticket for the boat trip from Clayton to Thousand Island Park and return 40 cents, to be purchased at Clayton.

**ETOUR NO. 2, to Montreal, including Thousand Islands, returning thru the Lakes, leaves Alexandria Bay on the morning of July 9. Pare from New York, \$17.00.

**Tour No. 3, same as No. 2 to Montreal; thence to Quebec, returning thru the Lakes, \$22.00.

Limit of all tickets 21 days.

**Special train to leave New York 7:50 a. m., July 5, Day coaches and Parlor Car, making stops at principal state points, arriving at Clayton, 5:50 p. m., Thousand Island Park, 6:00 p. m., same day.

at Clayton, 5:50 r. m., Industrial
day.

Rates at Hotels are from \$2.00 to \$3.50 per day. Please state
what rate is desired when making applications as to hotels and
parlor seats. James H. McInnes, Transportation Agent N. Y. S.
T. A., 43 East 12th street, N. Y.

High School Appointments.

A considerable number of appointments to positions in the high schools of the several boroughs have been made. The list of those receiving licenses reads as follows, all those not otherwise designated being assistants:

BROOKLYN,

John W. Bockes, Latin; Reuben W. Buinham, physics; Jesse G. Cramer, German and French; Charles E. Dixon, Latin; Joseph B. Esenwein, English; Charles S. Estes, Latin; William Fairly, history; Camille Fontain, French; Melville J. France (junior teacher), history and English; George B. Germann, mathematics; Ben. M. Jaquish, mathematics and chemistry; Paul R. Jenks, Greek; Theodore F. Lake, stenography; Harry G. Plum, history; James H. Shipley, mathematics and chemistry; Samuel M. Smith. History; Edward F. Taylor (junior teacher), history; Eli W. Weaver, history; Elinor L. Baldwin, mathematics: Mary E. Bickmore, physiography; Celinda D. Bishoprick, Latin and English; Alma Blount, English; Edith H. Boetzkes (junior teacher), German and French; Alice M. Burn, drawing; Martha P. Churchill, Latin; Sarah H. Conant, mathematics and history; Theodora K. Elwell, English; Mary E. Hall, laboratory assistant; Ordelia A. Lester, English; Norma M. Squires; jaboratory assistant: Esther W. Sturgess (junior teacher), Latin and Greek; Anna L. Wagenschutz, German; Stella M. Wylie, English; Mabel A. Young, biology; Sophie Zollenhofer (junior teacher), English.

MANHATTAN AND THE BRONX.

Charles B. Ames, Latin; Henry C. Cheston, physics; William W. Clendenin, physiography; Aaron I. Doty, Latin, Walter W. Foster, Latin; Max F. Giovanoli (sub)., German; Leon W. Goldrich, mathematics; David Griffiths, biology; George B. Hussey, Latin; Arnold Kutner, German; William B. Manguse, mathematics; Charles F. Morse, physiology; Loring B. Mullen, mathematics; Errst Riess, Latin and Greek; Samuel Smith, history and mathematics; Erms C. Armand, French; Harriet C. Bugbee, mathematics; Adelma H. Burd, additional teacher; Agnes Carr, Latin; Lizzie G. Crane, drawing; Genevieve Davis, drawing; Clotilda F.

Douai, music; Elizabeth C. MacMartin, physical culture; Bertha J. Moscowitz, French and German; Mabel C. Salter, physical culture; Mary T. Towers, French; Hanna Wehle, German; Florence Wilkinson, English.

QUEENS.

Miss Mary E. Ried, physiography; Frederick Bement, physics and chemistry.

RICHMOND.

R. H. Hopkins, physiology and physics.

The Normal College.

Normal college commencement will be held on June 21. There will be several speakers, including Pres. O'Brien and Chairman Richardson. Several of the professors have been promoted in salary. They are, Ivin Sickles, assistant professor 2,800; Calvin R. Smith, assistant professor, \$2,800; Gustave Legras, \$2,800; Charles A. Downer, assistant professor, \$2,700; Eugen Bergeron, \$1,800.

Mr. Ellsworth Lecture on Washington.

All who have attended lectures by William Webster Ellsworth know how graphically and admirably he presents historical subjects by the combined use of well chosen language and stereopticon pictures. He has received words or highest praise from superintendents, teachers, and officers of patriotic societies in various states.

praise from superintendents, teachers, and omcers or passessocieties in various states.

The new lecture he has prepared for the season of 1900-1901 on "George Washington in Letters, Manuscripts, Portraits, and Prints" bids fair to eclipse in popularity his "Arnold and Andre"and "From Lexington to Yorktown"—of which it was said "no attempt at vivifying history has ever been so successful."

In this lecture, which is not a lecture in the ordinary sense of the word, Mr. Ellsworth proposes to show with a stereopticon the greatest collection of prints, manuscripsts, and letters referring to the personal side of Washingtan ever brought to gether. For this purpose he has obtained the right to photograph the very choicest material in the country. Pictures have been made of scores of manuscripts never before reproduced and which could not be had for publication in books and magazines. The great libraries and historical societies have given up their choicest treasures for Mr. Ellsworth's lecture. The up their choicest treasures for Mr. Ellsworth's lecture. The personal side of Wsshington will be touched upon rather than his political career. Lyceums, historical and patriotic societies, and schools cannot afford to miss the lecture. Further information may be obtained of James B. Pond, Mr. Ellsworth's manager, Everett House, New York.

Trip by Water to Charleston.

A party of teachers from New York and vicinity is forming under the management of Dr. Frank K. Perkins, P. S. No. 26, Gates avenue, Brooklyn, and Mr. Henry E. Hayes, 72 Fifth avenue, Manhattan, to go by water to Charleston. The Savannah Steamship company offers favorable rates. The steamer leaves New York at 5.00 P. M. on Saturday, July 7, arriving at Savannah Monday evening, July 9. The trip from Savannah to Charleston will be taken by rail, requiring about three hours. Arrangement for entertainment at Charleston will be made at very low rates at hotels or private houses.

The round trip tickets available for return until September

The round trip tickets available for return until September 1, including meals and berth, are \$25.00. All are cordially invited to join the party. Dr. Perkins or Mr. Hayes will give further information, or a special circular may be obtained of

steamship company.

When you need medicine you should get the best that money can buy, and experience proves this to be Hood's Sarsaparilla.

Interesting Notes from Everywhere.

Miss N. Cropsey, supervisor of the primary schools of Indianapolis, sailed for Europe a few days ago.

LYNN, MASS.—At the last meeting of the board of education a special committee was ordered appointed to consider the establishment of a board of supervisors for the schools. At the same meeting Supt. Bruce was re-elected for the twentieth

SALEM, MASS.—The entrance examinations for the State Normal school at Salem, will be held at the school building, June 28-9.

Waltham, Mass.—So large is the number of applicants for admission to the vacation school that a waiting list will have to be established. Attendance is entirely voluntary, and as fast as children drop out for a day or two their places will be filled from the waiting list. The vacation school is a novelty to the children, as no books are to be used. Cooking and manual training are to be the chief studies.

Newport, R. I.—The resignation of Supt. Benjamin Baker has been accepted by the school board with regret. Mr. Baker has been superintendent of the Newport public schools for the past ten years. He is a brother of Mayor Baker, of Providence.

Newport, R. I.—Mr. Herbert W. Lull, of Quincy, has been elected superintendent of the schools of this city. He succeeds Supt. Benjamin Baker who resigned some weeks ago. Mr. Lull is a graduate of Harvard, class of '74. From that year until 1880 he was sub-master of the Manchester, N. H., high school. He left that position to become principal of the Medford, Mass., high school, and for a number of years he was principal of the high school at Quincy. In 1892 he was elected superintendent.

Boston, Mass.—Robinson hall, Tufts new scientific building, will be opened for class day. This building has been erected by the widow of the late Charles Robinson, president of the board of trustees. Its cost was more than \$40,000. Robinson hall will be exclusively devoted to the work of the engineering department after the completion of other scientific buildings now in prospect.

CHICAGO, ILL.—Applicants for admission to the normal school are to receive a physical examination. Dr. Christopher, member of the board of education, is the originator of the idea. Supt. Cooley approves it, believing it will prove of great value to the teachers and to the pupils. The tests will not be very hard. If any of the girls fail to pass the first examination a second will be held. Three women physicians, Dr. Julia Smith, Dr. Sarah Stevenson, and Dr. Florence Hunt, are appointed on the examining staff

In addition to these Mrs. Caroline K. Sherman, Mrs. Isabella O'Keeffe and Dr. W. S. Christopher, members of the board of education, will act as members of the committee.

RALEIGH, N. C.—Hon. Charles H. Mebane, superintendent of public instruction for North Carolina, has been chosen president of Catawba college, Newton, N. C.

GRANVILLE, OHIO.—Denison university was promised \$100,000 endowment by Mr. John D. Rockefeller if \$150,000 could be raised by the university. Its trustees announce that \$200,000 have been pledged.

SHENANDOAH, PA.—Mr. J. W. Cooper, superintendent of the public schools here, was married last week to Miss Ella May Clauser, until recently one of his teachers.

WASHINGTON TE STATE OF

HAS JUST ADOPTED FOR FIVE YEARS

The Walsh Arithmetic

for use in every school in the state.

Other publications adopted at the same time were:

THE NATURAL SYSTEM OF VERTICAL WRITING

WELLS'S ESSENTIALS OF GEOMETRY JOYNES-MEISSNER GERMAN GRAMMAR

DOLE'S AMERICAN CITIZEN EDGREN'S FRENCH GRAMMAR

All of these books are published by

D. C. HEATH & Co., Boston Chicago New York London

June 2

th

Hanover, N. H.—A graduate department of pedagogy will be organized in Dartmouth college, at the beginning of the college year 1900-1901 to give a year of definite training to men holding the bachelor degree who wish to prepare for the work of instruction or management in secondary schools.

MOUNTAIN GROVE, Mo.—Prof. W. H. Lynch, principal of Mountain Grove academy, has, at the urgent request of his friends, allowed his name to go before the Republicans of his district as a candidate for Congress. It is likely that he will receive a unanimous nomination. Prof. Lynch has been a prominent educator in this state for thirty-five years. He has been principal of several of Missouri's most important academies, and he has built up his present school until it numbers are pumils.

LONDON.—Mr. Joseph Choate, United States minister to England, distributed the prizes at the twenty-fifth anniversary of the Leys School, Cambridge, on June 14, Mr. Choate said that he felt honored by the distinction, as education had been the chief industry of the American people from the beginning.

HADDONPIELD, N. J.—Prin. David Davis, of the public school system of this town, was surprised the other morning by a number of his teachers and pupils, who sent for him and presented him with a beautiful Morris chair.

CONCORD, N. H.—Hon. Theodore Roosevelt was recently the guest of St. Paul's school. He delivered an address in which he referred to the St. Paul boys who had served under him in the Spanish war.

GODFREY, ILL.—An interesting feature of the graduating exercises of Monticello seminary was the presentation to the school of a marble portrait of Miss Harriet N. Haskell, the principal. The bust is the gift of Mr. W. H. Reid, and was made by F. Wellington Ruckstuhl. Miss Haskell has been at the head of the seminary for thirty-three years.

BELOIT, WIS.—Prof. William Porter, for nearly fifty years a teacher at Beloit college, has tendered his resignation, owing to his advanced age. A few years ago a marble bust of Prof. Porter was presented to the college library by the alumni.

JACKSONVILLE, ILL.—Dr. Clifford W. Barnes, of Chicago university, has been elected president of Illinois college. Doctor Barnes was graduated from Yale university in 1889 and from Yale Divinity school three years later. He is a man of wide experience and culture and the friends of the institution are delighted at the choice made by the trustees.

UPPER ALTON, ILL.—The offer of Mr. John D. Rockefeller to Shurtleff college the sum of \$25,000 provided the college raises \$75,000 additional was accepted by the trustees. An effort will be made to obtain the required endowment. Mr. Rockefeller has given Shurtleff \$10,000 heretofore, the college at the time raising \$40,000.

PHILADELPHIA, P.A.—Flag day was generally observed in the public schools June 14. The exercises consisted for the most part of the relating of the story of Betsy Ross and the flag, with patriotic music and appropriate addresses. Thru the generosity of Post No. 2, G. A. R., the children of John M. Ogden school received a beautiful flag.

SYRACUSE, N. Y.—Chancellor Day announces that Mr. Lyman C. Smith, of Syracuse, will equip Syracuse university with an engineering building which will cost ultimately between \$500,000 and \$750,000.

The choice of president for Marietta college has fallen upon Prof. A. T. Perry, of the Hartford Theological seminary. The trustees of the college also report the gift of more than 19,000 volumes from Mr. R. M. Stimson. This is said to be the largest single donation of books ever received by any institution in the

WASHINGTON, D. C.—Flag day was generally celebrated in the schools of this city with patriotic exercises and reading of

SALINA, KAN.—Miss Lizzie Wooster, a public school teacher here, has published in the last two years a series of textbooks for which she has a standing offer of \$50,000. Her publications have been adopted by the government for use in the Indian schools. About 60,000 pupils will use the books during the coming year.

TOPEKA, KAN.—It is reported that there are 6,555 schools in Kansas having less than ten pupils each. There are 6,078 schools with more than ten but less than thirty pupils, and but 5,139 having more than thirty. State Supt. Nelson suggests consolidation as a possible remedy for the difficulty.

LIBERTY, Mo.—The fiftieth anniversary of William Jewell college was celebrated June II. In connection with the commencement exercises, new buildings to the value of about \$65, ooo were dedicated.

BERKELEY, CAL.—The members of the graduating class of the University of California, were entertained by Mrs. Phebe Hearst, on May 14, at her country home, the Hacienda del Pozo de Verona. A special train conveyed the 200 guests to Verona station, where they were met and driven in carriages to their

destination. Luncheon was served on the lawn, while a band and a Hawaiian orchestra played at opposite ends of the

EVANSTON, ILL.—Dr. Henry Wade Rogers has resigned his position as president of Northwestern university. Dr. Rogers' anti expansionist views and his expression of the same are said to be the cause of his action.

VALLEY FORGE.—It is proposed to make the site of the winter camp at Valley Forge a national park. Mr. A. J. Mathews, a resident of the locality, will subscribe \$1,000 to a \$50,000 fund, and promises to make the amount \$5,000 if \$100,000 can be raised

The one hundred and twenty second anniversary of the Revolutionary army's evacuation of the Valley Forge camp was commemorated June 16. Governor Stone presided at the exercises on Huntingdon Knoll and made an address. There were other prominent speakers. A letter was read from President McKinley. It expressed the hope that the site of the camp might be forever preserved to our people.

FAULKNER, Kan.—A heavy wind storm which passed over this town a few day since caused the destruction of several buildings, including a church and a school-house.

HAGERSTOWN, MD.-The school commissioners of Washington county have appointed Mr. John P. Fockler, of Caretown, school examiner for one year from Aug. 1, 1900. Mr. George S. Pearson, who has held the position for the last six years, has tendered his resignation.

DES MOINES, IA — Drake university has received a promise from its founder, Ex-Governor Drake, of Iowa, of about \$500,000. The university will be joint heir with his five children in an estate valued at about \$3,000,000.

New Orleans, La.—President Alderman, of the University of North Carolina, has accepted the offer of the presidency of Tulane university in this city. He will be succeeded in his former position by Dr. Francis Preston Venable.

CAMBRIDGE, MASS.—Arrangements have been made for receiving the Cuban women teachers, who are expected to number about 800. Quarters have been obtained for most of them in Cambridge. A large proportion of the people who are to lodge the Cuban teachers are to be paid. They are expected to furnish the Cubans with their breakfast only, as the other meals will be served at the eatingroom at Memorial Hall. The breakfast is to be distinctly a "Cuban one, consisting of "rolls and coffee or chocolate each morning"

Some of the householders declare, however, that they will provide fruit, ham and eggs, etc., of their own volition.

provide fruit, ham and eggs, etc., of their own volition.

JEWELL, IA.—The sultan of Turkey has appointed Prof. D. A. Kent instructor in farming for the entire Turkish empire. Prof. Kent is now a member of the faculty of the Iowa State Agricultural college.

GOSHEN, N. Y.—An informal reception at the school build-ing was given by the faculty of the Goshen high school on Monday evening, June 18. An interesting exhibit of the school work was shown.

GREENWICH, Conn.—Mr. Henry O. Havemeyer, who presented to this town a two hundred thousand dollar school building some years ago is about to make a further gift. The present building is badly crowded so Mr. Havemeyer has had plans made for a kindergarten building to be erected this summer at a cost of \$20,000. Mr. Havemeyer, has also contributed \$1,000 toward a new school-room to be erected at Sound Beach

Beach.

Atlanta, Ga.—The subject of the report read at the annual Atlanta university congress upon negro problems this year is "The Career of the College-bred Negro." It is shown that 2414 negroes have graduated from college since 1826. The average during the last six years has been about 130. The negro graduates have been very successful and have, with few exceptions, found work. They have manned and made possible the negro common school system of the outh. Fifty-five per cent of them have been teachers, but they are not confining themselves to that profession. These later years have found them entering into business, newspaper work, farming, and trade in increasing numbers.

RICHMOND. Mo.—The following teachers were elected at

RICHMOND, Mo.—The following teachers were elected at the last meeting of the Richmond school board: B. G. Shackleford, superintendent; J. E. Dunn, principal of the high school; George H. Evans, mathematics. Teachers—Emma Falk, Jennie Patton, Lizzie Shotwell, Lulu Davis, Kate Milligan, Florence Hamilton, Geraldine Craven, Mamie Settle, Jennie Hamilton, Irene Stone, Effie De Masters, Mrs. Lillian Gibson. Negro—J. F. Bruce, principal; William Jacobs, assistant; Miss Lora Jacobs, primary.

THE SCHOOL JOURNAL

(Established 1870), published weekly at \$ 2,90 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TRACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATI NAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (CUITENT EVENTS), Semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TRACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free E. L KELLOGG & CO., 61 E. Ninth Street, New York.

SCHOOL: JOURNAL

[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by

E. L. KELLOGG & CO.,

The Educational Building,

61 E. NINTH STREET, NEW YORK.

267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages esch, with cover, a summer number (one hundred twenty-four pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

SUBSCRIPTION RATES.

Two Dollars a year in advance. One dollar for six months. Single copies, six cents. School board num-bers, ten cents. Foreign subscriptions, three dollars a year, postage paid.

ADVERTISING RATES

Will be furnished on application. The value of The School JOURNAL as an advertising medium is unquestioned. The number and character of the advertisements now in its pages tell the whole story. Circulating as it does among the principals, superintendents, school boards, and leading teachers, there is no way to reach this part of the educational field so easily and cheaply as thru its columns.

Interesting Notes.

West Point Military Academy.

For half a century Congress has of-fered grudging and insufficient aid to the military academy at West Point, N. Y. Its graduates, however, showed the value of the institution by their splendid service in the Spanish-Ameri-

Strong

In speaking about Scott's Emulsion for children, you should not forget that it contains lime and soda, just what the child must have to form strong bones and good teeth. It's this forming time you want to look after.

Growing bodies must have an easily digested fat. Just think how much of it there is in milk, as cream.

Scott's Emulsion

is even more easily digested than cream. It's surprising how children thrive when given it.

Don't keep the children living on the edge of sickness all the time. Make them strong and rugged, plump and hearty. Scott's Emul-sion of Cod-liver Oil and the Hypophosphites of Lime and Soda will do this for them.

At all druggists; 50c. and \$1.00. SCOTT & BOWNE, Chemists, New York.

Fight Your Liver

if you want to. But look out, or it will get the start of you. If it does, you will have dyspepsia, indigestion, biliousness, sick headache, poor blood, constipation.

Perhaps you have these already. Then take one of Ayer's Pills at bedtime. These pills gently and surely master the liver; they are an easy and safe laxative for the whole family; they give prompt relief and make a permanent cure. Always keep a box of them in the house.

25 cents a box. All druggists.

"I have raised a family of eleven children, all living at the present time, and I would not think I could keep house without Ayer's Pills. I have used them for twenty years, and there is no family laxative their equal."—S. C. DARDEN, Myrtle, Miss.,

can war, and sentiment regarding it has so far changed that a bill extending its scope has just been passed.

This bill provides that the facilities of the academy be enlarged so as to enable it to instruct a hundred more cadets. All the graduates will undoubtedly be needed in the army. Heretofore many persons educated at the academy have been engaged in occupations in civil life.

Description of Death Valley.

The so-called "Death Valley," about which so much has been written, is located in the southeast corner of Inyo county, California, and is enclosed by the Panamint mountains on the west, and the Funeral range on the east. It is seventy-five miles long, and at its narrowest point but eight miles wide.

It was probably at one time the bed of an ancient river. While the lowest point is 200 feet below sea level, two opposing peaks rise to 11,000 and 8,000 feet respectively.

This valley was discovered in 1850 by a party of immigrants, and a sorry discovery it was for them, for many of them lost their lives in trying to cross

In winter the temperature is considerably below zero: in July and August it rises frequently to 137 degrees above, and sometimes several degrees even above that. The deadly heat burns up every vestige of vegetation. The Spanish bayonet, a plant that lives through great drouths, barely survives in this valley, while the mesquite, with its long roots penetrating deep into the earth in search of moist-

ure, just manages to exist.

What makes the valley so deadly to

fierce sand storms. During the heated term, an hour in the valley without water means death. Meat becomes putrid in an hour. Eggs are cooked in the blistering sand. Then sand-storms rage with great fury, hiding the landscape, dimming the light of the sun, and withering the scanty vegetation as by a blast from a furnace.

The belief that the borax marshes are the remains of a vast lake which once filled the valley is supported by traces of water-line found 600 feet above, on the mountain sides.

How the Long Polar Night Affects Men.

Dr. F. A. Cook, of the Belgica expedition, speaking of the effects on the men of the Antarctic night, said that they became pale "with a kind of greenish hue. The heart grew feeble in its action. The men were incapable of concentrated attention, or of prolonged thought. One sailor was driven to the verge of insanity, but when the returning sun began to appear above the horizon he recovered."

Inheritance Tax is Legal.

The United States supreme court has lately decided that the constitution permits the taxing of legacies and successions; that is, property passing from one person to another through will or otherwise. The court holds that the rate of the tax to be paid is fixed upon individual legacies and not upon the total value of the estate.

Under the old ruling whoever has been bequeathed a thousand dollars by a person worth over a million has been asked to pay three times as much as he would have to pay if the decedent were worth less than \$25,000. By this decision the rates will be reduced life? In brief it may be said that it two-thirds in some cases, one-half in is the terrible heat combined with others, and one-third in others.

June

"Every Cloud Has a Silver Lining."

The clouds of bad blood enveloping humanity have a silver lining in the shape of a specific to remove them. It is Hood's Sarsaparilla, America's Greatest Medicine, which drives out all impurities from the blood, of either sex or any age.



ST.DENIS HOTEL

Broadway & Eleventh St., New York.
(Opposite Grace Church.)

Conducted on European Plan at Moderate Rates.

Centrally Located and most convenient to
Amusement and Business Districts.
Of easy access from Depots and Ferries by

Of easy access from Depots and Ferries by Broadway Cars direct, or by transfer.

WM. TAYLOR & SON. . . . Proprietors.

CONTINENTAL * HOTEL PHILADELPHIA.

AMERICAN AND EUROPEAN PLANS.

By recent changes every room is equipped with Steam Heat, Hot and Cold Running Water and Lighted by Electricity.

500 Rooms. Three New Elevators.

ROOM, WITH BOARD......\$2.50 and Upward ROOM, WITHOUT BOARD...\$1.00 and Upward ROOM, WITH BATH, AMERICAN, \$3.00 and Up. ROOM, WITH BATH, EUROPEAN, \$2.00 and Up.

Steam Heat Included. L. U. MALTBY.

At the End of Your January and Mill 4 a

At the End of Your Journey you will find it a great convenience to go right over to

The GRAND UNION HOTEL

Fourth Ave., 41st and 42d Sts.
Opposite Grand Central Depot, New York.

Central for Shopping and Theatres. Baggage to and from 42d St. De 70t free, Booms, \$1.00 per day and Upwards.



FRENCH BOOKS for Teaching French

are used everywhere. Send to the publisher for copies for examination.

WILLIAM R. JENKINS,

851 & 883 SIXTH AVENUE, - - NEW YORK
Complete catalogue on application.



Interesting Notes.

Education in the United States.

The state of New York has contributed to the Paris Exposition a series of essays on the condition of education in the United States. These show that while the federal government does not exercise any direct control over the schools, it has been most generous with gifts, especially of land. A low estimate of these gifts places their value at \$3,000,000 while the land granted is about 135,000 square miles, or an area equal to that of Prussia, or to that of the United Kingdom of Great Britain and Ireland with Holland added. The encouragement and freedom granted the schools have resulted in the greatest possible variation in kind and in extent of schooling in the different states.

The census shows that there are 21,500,000 children of "school age," or between five and eighteen. Of these 15,000,000, or seventy per cent. are registered in the public schools. When it is noted that pupils may have had from ten to twelve years' instruction and still be rated as not attending school, this percentage must be considerably increased. The total number of teachers is 409,193, of whom rather more than two-thirds are women. The men receive an average of \$46.16 per month and the women \$38.74. The pay is 75 per cent. higher in country districts and 80 per cent. higher in cities than it was forty years

The census of 1890 showed that the illiteracy of native white population throughout the Union was 6.2 per cent., while of the total population, native and foreign born, black and white, was 13.3 per cent. In seventeen states the percentage was 2 per cent. or less, it being only 8 per cent in Massachusetts and Nevada. In twelve Southern states the percentage rose to 10 per cent. or more.

The Gospel to the Egyptians.

It is announced that three University of Strassburg professors have discovered among a batch of Egyptian papyri, purchased at Cairo for the university library, a new inspired record of the life of Christ. These professors think that their discovery may be none other than the lost Gospel to the Egyptians. The fragment found—

Pears'

Pears' soap does nothing but cleanse, it has no medical properties; but it brings the color of health and health itself. Give it time.

All sorts of people use it, all sorts of stores sell it, especially druggists.

THE GREAT AMERICAN TEA CO.

Agents make 25 Per cent. Commission

by getting orders for our

TEAS, COFFEES, EXTRACTS SPICES and BAKING POWDER

SPECIAL PRESENTS

or checks. Freight paid. Send for new terms-FREE.

THE GREAT AMERICAN TEA CO., P. O. Box 289. 31 & 33 Vesey Street, New York.

THE MUTUAL LIFE INSURANCE COMP'Y

OF NEW YORK.

RICHARD A. McCURDY, - President.

"The Greatest of All the Companies."

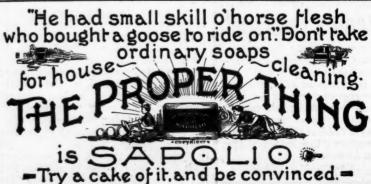
Assets, - - \$301,844,537 52 Insurance and Annuities

The Mutual Life Insurance Company issues every form of policy at the lowest rates commensurate with safety.

in Force.

1.052.665.211 00





Your LAKE Outing

A delightful place for your summer vacation is Lake Chautauqua, reached from the West, South and Southwest by the Lake Shore & Michigan Southern Railway. Air cool and invigorating, fine fishing, boating, etc.; good accom nodations at from \$7 to \$21 per week in cottages or hotels.

Our illustrated book, "Lake Chautauqua," tells about it; sent free anywhere. Write to

A. J. SMITH, G. P. & T. A.,

Cleveland, Ohio

THOSE WHO ATTEND THE

NATIONAL EDUCATIONAL ASSOCIATION

AT CHARLESTON.

should not miss this opportunity to visit Asheville, "In the heart of the Land of the Sky," and the

BATTERY PARK HOTEL,

the great half-way house between the North and the South and the South and the West. Asheville is the most noted mountain resort on this continent, and the BATTERY PARK is the principal hotel in Asheville, and one of the famous ones in the United States. It is charmingly situated on the crest of Battery Park Mountain, one hundred feet above the streets of the City, and affords from its broad piazzas a kaleidoscopic view of bills, mountains, valleys, and rivers, which for grandeur, variety, and beauty is beyond description.

Illimore, the magnificent palace and far-famed park of Mr. George W. Vanderbilt, can be serious the hotel verandas.

The Battery Park accommodates 350 people and will make special rates for the National Educational Association.

For further information address

For further information address
E. P. McKissick, Proprietor.



SCHOOL BELLS UNIVERSITY BELLS,

Purest copper and tin only. Terms, etc., free McSHANE BELL FOUNDRY, - Baltimore, M

Andrews School Furnishing Co.

Everything for schools. The Oxford Combina-tion and Chandler Adjustable Desks and Seats. Blackboards, Maps, Globes, Crayons, Erasers, etc., always in stook. Second-Hand Purniture and Supplies bought and sold. Send for 114-page il-lustrated catalogue, and description of second-hand goods.

65 Fifth Avenue, New York City.

OUR NEW CATALOG

two pages-purports to be written by an eve-witness. It contains a prayer by Christ and an address by him to his apostles; there is also an account of the agony in Gethsemane. The Gospel is believed to have been written either by Peter or James.

The English Lakes.

The English lakes are the resort of tourists from all parts of the Englishspeaking world. People are drawn to this region, not only on account of the surpassing loveliness of the scenery but on account of the memories associated with them, not merely of Coleridge, Wordsworth, and Southey, but of Prof. Wilson, DeQuincey, Hartley Coleridge, Dr. Arnold, of Rugby, Mrs. Hemans, Miss Martineau, and others of lesser note, all of whom, at some period of their lives, either found a home among these same lakes and mountains, or else made frequent visits to them or the neighboring district.

In the West, where the farmers houses are connected by telephone they warn each other of the approach of tramps. The telephone is also useful in cases of fire and sickness.

\$31.50 Round Trip to Denver, Colorado Springs and Pueblo,

Via Chicago, Union Pacific and North-Western Line, June 19, 20, July 3, 9, 17, August 1, 7 and 21, good returning until October 31. Also very low rates on the same dates to Glenwood Springs, Ogden, Salt Lake City, Hot Springs and Deadwood, S. Dak. Quickest time. Best service. All agents sell tickets via Chicago & North-Western R'y. For full particulars address, H. A. Gross, 461 Broadway, New York City.

Summer Outings.

Personally-Conducted Tours via Pennsylvania Railroad.

The Pennsylvania Railroad Company announces the following personally-conducted tours for the summer and early

ducted tours for the summer and early autumn of 1900:—
To the North, including Niagara Falls, Thousand Islands, the St. Lawrence, Montreal, Quebec, the Saguenay, Au Sable Chasm, Lakes Champlain and George, and Saratoga, July 21 to August 4, and August 11 to 25. Rate, \$125 for the round trip from New York, Philadelphia, Baltimore, and Washington, including all necessary expenses. Proportionate rates from sary expenses. Proportionate rates from other points. Five-day tour to Gettysburg, Luray, and

Five-day tour to Gettysburg, Luray, and Washington, September 15. Rate, \$25 from New York, \$22 from Philadelphia. Proportionate rates from other points. A nine-day tour to Gettysburg, Luray Caverns, Natural Bridge, Richmond, Old Point Comfort, and Washington, October 9. Rate, \$65 from New York, \$63 from Philadelphia, including all necessary expenses. Proportionate rates from other points. points.

For itineraries and further information apply to ticket agents, or address Geo. W. Boyd, Assistant General Passenger Agent, Philadelphia.

Rest and Health to Mother and Child,

is instingted. No such fine catalog of teachers' cooks was ever before issued. It describes the best books on Methods, Pedagogy, Recitations and Dialogs, Questions and Answers, Supplementary Reading, Blackboard Stencils, etc., etc. 100 pages. It is free to all interested. Write as it best remedy for DIARRHEA. Sold by it you would like it.

E. L. KELLOGG & CO., 61 E. 9th St., N.Y.

Spend the Day at Niagara Falls.

All summer tourist tickets to Eastern resorts reached via the Michigan Central will permit as top-over at the Falls. Call at Michigan Central Tourist Bureau, 119 Adams Street, Chicago, and obtain a copy of "A Summer Note Book," or send your address with 6 cents to cover postage. No trouble to answer questions. Fullest information and assistance given to aid you in the selection of a delightful summer tour. All summer tourist tickets to Eastern re

Reduced Rates to Charleston, S. C., via Pennsylvania Railroad.

For the meeting of the National Educa-For the meeting of the National Educa-tional Association at Charleston, S. C., July 7-13, the Pennsylvania Railroad Com-pany will sell excursion tickets from all stations on its lines to Charleston at the rate of one fare for the round trip, plus \$2.00. Tickets to be sold July 5 to 8, inclu-sive, and to be good to return until Sep-tember 1, inclusive. On the return trip stop-over will be allowed at Washington on densit of ficket with Joint Agent and on deposit of ticket with Joint Agent and on payment of fee of \$1.00.

Steamship La Grande Duchesse of the Plant Line

The magnificent five thousand ton steam The magnificent five thousand ton steam ship "La Grande Duchesse," of the Plant Line, which proved so attractive to Provincial tourists last year, is to have an added feature in the shape of an a la carte bill of fare. The great number of people who traveled on her made it difficult to serve meals on the American plan without causing some people to wait at times, and to avoid this the European plan is to be adouted and the dining-room kept open to avoid this the European plan is to be adopted and the dining-room kept open continuously, as in a first-class hotel. Reasonable prices are to be charged, so that the cost to the traveler will be practically the same as the old method. This is cally the same as the old method. This is a very desirable change, as there is nothing that will make a man cross quicker than to be obliged to wait when he is hungry.

Reduced Rates to Cincinnati and Return.

Via Pennsylvania Railroad.

Via Pennsylvania Railroad.

For the Annual Convention of the Baptist Young People's Union of America, to be held at Cincinnati, July 12-15, the Pennsylvania Railroad Company will sell excursion tickets from all stations on its line to Cincinnati at one fare for the round trip. Tickets to be sold and good going July 10 to 13, inclusive, and to return until July 17, inclusive; but if tickets be deposited with the Joint Agent at Cincinnati on or before July 14, and if fee of fifty cents he paid, the July 14, and if fee of fifty cents be paid, the return limit will be extended to August 10,

Reduced Rates to Kansas City.

Via Pennsylvania Railroad.

For the National Democratic Convenror the National Democratic Conven-tion, to be held at Kansas City, July 4, the Pennsylvania Railroad Company will sell excursion tickets to Kansas City from all stations on its line at rate of one first-class fare for the round trip. Tickets to be sold and good going July 1, 2, and 3, and to return until July 9 inclusive. These tickets will be good on all trains except the Pennsylvania Limited, and must be used for continuous passage.

Reduced Rates to Chicago.

Via Pennsylvania Railroad for the National Prohibition Convention, June 27-28.

For the benefit of all persons wishing to be in Chicago during the National Prohi-bition Convention, the Pennsylvania Rail-road Company will sell round-trip tickets road Company will sell round-trip tickets to Chicago at rate of one fare for the round trip. Tickets to be sold and good going June 25 and 26, and returning, after proper validation by the Joint Agent of the terminal lines at Chicago, leaving Chicago, to June 29, inclusive. A fee of twenty-five cents for each ticket will be collected by the Joint Agent when tickets are validated for return passage. for return passage.

READING, WRITING, ARITHMETIC.

BRUMBAUGH'S STANDARD READERS.

By MARTIN G. BRUMBAUGH, Ph.D., Professor of Pedagogy in the University of Pennsylvania. Already adopted for New York City, Brooklyn, Jersey, Philadelphia.

They are based upon a careful study of child-intelligence. The lessons lead through a carefully graded vocabulary to an interpretation of language and an appreciation of good literature. The new words with phonetic marks are introduced prior to their use in the text. The tent itself is not marred by any method markings. The child reads from the first as he is to read always. The language from the beginning will be found to be stately and simple. It is unalloyed by petty injec-tions made in order to conform to a favorite method. The deliberate emission of mechanical devices has given space for double the reading matter usually found in readers of the elementary grades.

THE STANDARD VERTICAL WRITING.

One of the newest series in the field. A true vertical system. Simple, practical, rapid, beautiful, teachable.

BROOKS'S FAMOUS MATHEMATICS.

By EDWARD BROOKS, A.M., Ph.D., Superintendent of Philadelphia Schools.

Brooks's New Standard Arithmetics.

Brooks's New Mental Arithmetic.

Brooks's Algebras, Geometries, Trigonometries.

Christopher Sower Company

PUBLISHERS,

614 Arch Street, Philadelphia.

Only Direct Water Route Between

NEW YORK and CHARLESTON, S. C.

99999999999

National Educational Association at Charleston, S.C., July 7th to 13th, 1900. To members, special low round trip rates.

Booklet "Sunny South" free on application.

The Clyde Line Fleet consists of the handsome and modern steamships Comanche, Iroquois, Algonquin, Seminole, Cherokee, Carib. Fast, commodious, luxurious in furnishing, and staunch in construction.

TRI-WEEKLY SAILING from New York

and Charleston

TOURIST FAVORITE ROUTE

NORTH AND SOUTH

for PALATKA, SANFORD, and all points in Central and Southern Florida & & &

Schedule, rates, and illustrated booklet free upon application to

T. G. EGER, T.M. 19 State St., New York WM. C. CLYDE & Co., Gen'l Agts. 19 State St., New York

H. R. JACKSON, D.F. & P.A. Charleston, S. C.

F. M. IRONMONGER, F.P.A. 204 N. Bay St., Jacksonville, Fla.

THE

MASSACHUSETTS MUTUAL LIFE INSURANCE COMPANY.

OF SPRINGFIELD, MASS.

Incorporated 1851.

STRICT mutuality observed in distribution of surplus. Each policy-holder, under all circumstances, receives the amount to which he is justly entitled * * * *

SEND FOR CIRCULAR **EXPLAINING** CONTRACT

ANT LINE TO THE PROVINCES.

CHEAPEST AND BEST OCEAN TRIPS OUT OF BOSTON.

Points of Interest include HALIFAX, STRAITS OF CANSO, CAPE BRETON, BRAS D'OR LAKES, PRINCE EDWARD ISLAND, and MEWFOUNDLAND, Elegant Steamships LA GRANDE DUCHESSE, HALIFAX and FLORIDA. From North Side Lewis Wharf, for HALIFAX, HAWKESBURY and CHARLOTTETOWN, Saturdays at 12 noon until June 16. Saturday, June 23, at 2 P. M. HALIFAX only. Thereafter every Tuesday 12 Noon, Every Saturday 2 P. M. New line to SYDNEY beginning June 15, every Friday 10 A. M. Illustrated advertising free.

J. A. FLANDERS, New Eng. Agent, 290 Washington Street

E. H. DOWNING, Agent, 20 Atlantic Avenue, Boston.

Pupils who are troubled with

STAMMERING, STUTTERING, LISPING, etc.,

can acquire correct speech through a course of

ARTICULATION DRILL

during the coming vacation and be ready to resume their regular school work next September.

DAVID GREENE,

1122 Broadway, New York, N. Y. 39th Year. Open all Summer.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when

Five-Cent - Nature - Readers.

E have begun the publication of a series of books for Supplementary Reading on Nature subjects at 5 cents per copy or 60 cents a dozen. Each contains about thirty-two pages nicely illustrated and charmingly written. They will make delightful reading and can be supplied to a class for a very small sum. Nine numbers are now ready—all for the second and third grades—as follows.

No. I-PUSSY WILLOW AND WAKE-ROBIN. No. 2-THE SPRING BEAUTY AND THE ANEMONE. No. 3-THE SQUIRREL AND HIS HOME. No. 4-BITTERCRESS AND ROSES.

No. 5-THE STORY OF A BEEHIVE. No. 6.-THE GOLDEN-ROD AND ASTER. No. 7.-STORIES ABOUT BIRDS. No. 8.—CHRISTMAS STORIES. No. 9.—HIAWATHA AND ITS AUTHOR.

No. 10 .- JOHN GREENLEAF WHITTIER.

We would like to hear from superintendents and principals who desire to investigate the series with reference to their work.

(Other Numbers are in preparation for First, Second and Third Reader Grades.)

E. L. KELLOGG & CO., Educatinal Publishers, 61 East 9th St., N. Y. communicating with advertisers.

HOUGHTON, MIFFLIN & COMPANY

LITERATURE

The Riverside Literature Series. Over 150 issues of unabridged British and American masterpieces. With Introductions, Notes, and Historical and Biographical Sketches. Bound in paper and linen, at prices from 15 to 75 cents, net.

The Hiawatha Primer. Based on Longfellow's Song of Hiawatha, and designed for use as the child's first book in reading. By FLORENCE HOLBROOK. 147 pages, cloth, 40 cents, net.

The Riverside School Library. 50 volumes of literature, chosen with the advice of the most prominent educators of this country. With Portraits, Illustrations, Biographical Sketches, and necessary Notes and Glossaries. Bound in half leather.

Modern Classics. 34 volumes, pocket size. Each bound in cloth, about 310 pages, 40 cents, net. The set, \$11.56, express unpaid.

American Poems, American Prose, Masterpieces of American Literature, Masterpieces of British Literature.

Complete selections. Each, \$1.00, net.

Rolle's Students' Series. xt volumes of Standard English Poetry. With Notes and Illustrations. Each volume, 75 cents; to teachers, 58 cents.

College Requirements in English. For "Careful Study" for 1900, 1901, 1902, 1903, 1904, 1905. 672 pages. \$1.00, net.

Classic Translations. Students' Editions of Bryant's Iliad, Bryant's Odyssey, Palmer's Odyssey, and Cranch's Æneid. Each, \$1.00, net. Also Palmer's Antigone, More's Prometheus Bound, and Harris's Two Tragedies of Seneca; Medea; The Daughters of Troy. Each, 76 cents.

BOOKS ABOUT LITERATURE.
Richardson's Primer of American Literature. Revised edition. 85c., net. Botta's Hand-Book of Universal Literature, Revised edition, with Index. \$2.00, net.

Adams's Dictionary of American Authors. \$3.00.

Bater's Talks on Writing English and Talks on the Study of Literature.

Each, \$1.50.

Burt's Literary Landmarks. 75 cents; and many others.

HISTORY AND CIVIL GOVERN-MENT

Fiske's History of the United States for Schools. With Topical Analysis, Suggestive Questions, and Directions for Teachers, by Frank A. Hill, formerly Headmaster of the Cambridge (Mass.), English High School. \$1.00, net.

Fiske's Civil Government in the United States. With Questions prepared by FRANK A. Hull. \$1.00, net.

NEW EDUCATIONAL BOOKS

A HISTORY OF ENGLAND.

FOR THE USE OF SCHOOLS AND ACADEMIES. By J. N. LARNED, Editor and Compiler of "History for Ready Reference and Topical Reading." With Topical Analysis, Research Questions and Bibliographical Notes by Homer P. Lewis, Principal of the English High School, Worcester, Mass. Crown 8vo, halfleather, \$1 25, net. To be ready in the carly summer.

Note—The First Five Chapters of Larned's History of England are issued in pamphlet form; also Chapters six-sifteen, 80 cents.

ENGLISH FOR SECONDARY SCHOOLS.

By W. F. Webster, Principal of the East Side High School, Minneapolis, Minn. Crown 8vo, half leather. To be ready in the early summer.

This book is the development of the ideas contained in a paper on the study of English, including an outline of a course of study, presented by Mr. W. F. Webster at the Washington meeting, in 1898, of the Secondary Department of the National Educational Association.

The College Entrance Committee of the Association recommends, in the report made at Los Angeles, in July, 1899, a course of study of which it says: "The main points are in accordance with the paper presented by Mr. Webster at Washington."

THE RIVERSIDE ART SERIES.

Edited by ESTELLE M. HURLL. Issues of the Riverside Art Series for the present school year:

No. 3. MICHEL ANGELO (February). No. 1. RAPHAEL (October).

No. 2. REMBRANDT (December).

No. 4. JEAN FRANÇOIS MILLET (April).

Each issue, with 16 reproductions of representative pictures of the artist and interpretative text. Paper, 30 cents, net; cloth, 40 cents, net. Subscription price for the four issues in paper, \$1.00; in cloth, \$1.50.

The Riverside Art Series is a good preparation or a substitute for FORBIGN TRAVFI. appeals to Teachers of Art as a Text, to Teachers of Literature as Supplementary eading, and to all others who wish to have at hand the most important things in id about art.

THE FIRST BOOK OF BIRDS.

By Olive Thorne Miller. School Edition. With 8 full-page illustrations in color, and many other illustrations. Square 12mo, 60 cents, net.

SOUIRRELS AND OTHER FUR-BEARERS.

JOHN BURROUGHS. Notes on the more common, small mammals. With 15 full-page colored illustrations from Audubon, and a colored frontispiece from life. Square 12mo, \$1.00. To be ready in the early autumn.

CORN PLANTS.

THEIR USES AND WAYS OF LIFE. By FREDERICK LEROY SARGENT. A clear account of the six important grain plants of the world—wheat, oats, rye, barley, rice, and maize. With numerous illustrations. 12m0, 75 cents.

AMERICAN STATESMEN.

Edited by John T. Morse, Jr. Each volume, 16mo, gilt top, \$1.25

BENJAMIN FRANKLIN. By John T. Morse, Jr. SAMUEL ADAMS. By James K. Hosmer. PATRICK HENRY. By Moses Coit Tyler.

GEORGE WASHINGTON. By Henry Cabot Lodge. 2 vols. JOHN ADAMS. By John T. Morse, Jr. ALEXANDER HAMILTON. By Henry Cabot Lcdge.

GOUVERNEUR MORRIS. By Theodore Roosevelt.

JOHN JAY. By George Pellew.

JOHN JAY. By George Pellew.

JOHN MARSHALL. By Allan B. Magruder.

THOMAS JEFFERSON. By John T. Morse, Jr.

JAMES MADISON. By Sydney Howard Gay.

ALBERT GALLATIN. By John Austin Stevens.

JAMES MONROE. By President D. C. Gilman.

JOHN QUINCY ADAMS. By John T. Morse, Jr.

JOHN RANDOLPH. By Henry Adams. ANDREW JACKSON. By Prof. William G. Sumner. MARTIN VAN BUREN. By Edward M. Shepard.

HENRY CLAY. By Carl Schurz. 2 vols. JOHN C. CALHOUN. By Dr. H. Von Holst.
THOMAS HART BENTON. By Theodore Roosevelt.
LEWIS CASS. By Prof. Andrew C. McLaughlin.

ABRAHAM LINCOLN. By John T. Morse, Jr. With Portrait and Map. 2 vols.

WILLIAM H. SEWARD. By Thornton K. Lothrop.

SALMON P. CHASE. By Prof. A. B. Hart. CHARLES FRANCIS ADAMS. By C. F. Adams. CHARLES SUMNER. By Moorfield Storey. THADDEUS STEVENS. By Samuel W. McCall.

"The series is doing an immense service to the reading public and to the cause of history in bringing forth adequate, though brief, records of the lives of eminent men of whom the general knowledge has become erroneous or traditional."—New York Times.

AMERICAN MEN OF LETTERS

AMERICAN MEN OF LETTERS

Biographies of distinguished American Authors. Edited by Charles Dudley Warner. Each volume, with Portrait, 16mo, gilt top, \$1.25; half morocco, \$2.50

WASHINGTON 1RVING. By Charles Dudley Warner.
NOAH WEBSTER. By Horace E. Scudder.
HENRY D. THOREAU. By Frank B. Sanborn.
GEORGE RIPLEY. By O. B. Frothingham.
J. FENIMORE COOPER. By T. R. Lounsbury.
MARGARET FULLER OSSOLI. By T. W. Higginson.
RALPH WALDO EMERSON. By O. W. Holmes.
EDGAR ALLAN POE. By George E. Woodberry.
NATHANIEL PARKER WILLIS. By Henry A. Beers.
BENJAMIN FRANKLIN. By John B. McMaster.
WILLIAM CULLEN BRYANT. By John Bigelow.
WILLIAM GILMORE SIMMS. By William P. Trent.
GEORGE WILLIAM CURTIS. By Edward Cary.
BAYARD TAYLOR. By A. H. Smyth.

"These volumes are very valuable and full of interest. They undoubtedly will do much to encourage an interest in American literature, and to stimulate a desire to know about it and its authors."—George WILLOCOKE.

AMERICAN COMMONWEALTHS.

series of volumes on such States of the Union as have a striking political, social, or economical history. Edited by Horace E. Scudder. With Maps and Indexes. Each volume, rômo, gilt top, \$1.25

rómo, gilt top, \$1 25
VIRGINIA. By John Esten Cooke.
OREGON. By William Barrows.
MARYLAND. By William Hand Browne.
KEN PUCKY. By Nathaniel Southgate Shaler.
MICHIGAN. By Thomas M. Cooley.
KANSAS. By Leverett W. Spring.
CALIFORNIA. By Josiah Royce.
NEW YORK. By Elis H. Roberts. 2 vols.
CONNECTICUT. By Alexander Johnston.
MISSOURI. By Lucien Carr.
INDIANA. By J. P. Dunn, Jr.
OHIO. By Rufus King.
VERMONT. By Rowland E. Robinson.
"The books are not mere State Histories; they are something much more and very much better than that. They are attempts to embody what is most distinct and peculiar in the political life and history of each State, and to show how that has contributed to the development of the whole."—George Whils Cooke.

Descriptive Circulars of the books mentioned above, and of many others sustable for School, College, and Library use, will be sent to any address, on application. Correspondence solicited.

HOUGHTON, MIFFLIN & COMPANY,

RAND, McNALLY & CO.'S

are in use in thousands of public and private schools throughout the country. Because of their extensive sale, making necessary the frequent issuance of revised editions, all of our maps are kept

ALWAYS UP-TO-DATE.

Our new catalogue of maps, charts, globes, and other appliances for teaching geography mailed free on receipt of request.

SUCCESSFUL TEXT-BOOKS.

The Sprague Primer. By SARAH E. SPRAGUE, director of department of methods, State Normal School, Plattsburg, N. Y. Beautifully illustrated in colors, large type, lessons fresh and original, carefully graded, markedly superior to all others in ethical value. Price, 25 cents.

Based on the ideas: (1) that reading is an acquired power of the reader The Lights to Literature Readersmore than an accomplishment for the entertainment of listeners. (2) That reading should interest, please, and attract the pupil, and should form a taste for and should give a knowledge of the standard literature of the race. Five Books-Prices: 1st, 25 cents; 2d, 36 cents; 3d, 48 cents; 4th, 60 cents; 5th, 60 cents.

Progressive without containing "fads," this series has proven univer-The Rand-McNally Geographies. sally successful in the class-room. Revised annually to keep pace with the progress of geographical science. Contains reliable, up-to-date maps. Elementary, 152 pages, price, 90 cents; Grammar school, 180 pages, price, \$1.25; Primary, 120 pages, price, 55 cents.

Sample pages, special introduction, and exchange prices sent on application.

142 Fifth Avenue, RAND, McNALLY & CO., Publishers, NEW YORK.

166-170 Adams St.,

MILTON BRADLEY COMPANY

DEPT O

SPRINGFIELD, MASS.

NEW YORK, 11 East 16th Street.

BRANCH OFFICES: PHILADELPHIA, 1235 Arch Street,

ATLANTA, GA., 515 Grand Building.

SAN FRANCISCO, 122 McAilister Street.

BRADLEY WATER COLORS.

We make Water Colors in great variety and we ask you to try them.

The Standard Colors are made in imitation of the Spectrum Standards to complete our system of Color Instruction.

to complete our system of Color Instruction.
Standard Water Colors, dry in cakes, eight cakes in a box, six Standards and two Grays, per box, 25 cents.
Standard Water Colors, semi-moist in pans, eight pans in a box, same colors as above, per box, 35 cents.
Standard Water Colors, moist in tubes, made in the six Standards and the three Grays, per tube, 16 cents.
Water Colors, four large cakes in a box—Red, Yellow, Blue, and Gray, per box, 26 cents.
Standard Mixing Palette, with seven compartments for paints and two for mixing, per dozen, 60 cents. Postage, 25 cents.
Little Artist's Complete Outfit, a mixing palette with its seven pans filled with semi-moist colors, with a good brush with handle, each, 15 cents.

Postage, 3 cents. Water Cups, per dozen, 60 cents. Postage, 13 cents.

Kindergarten Review

Reduced to \$1.00 a year, and worth more than ever. More valuable to primary teachers.

EDITORS

Miss EMILIE POULSSON. Miss LAURA E. POULSSON.

Subscribe before July 1st and get the June number free.

LOVE AND LAW IN CHILD TRAINING

By EMILIE POULSSON. Bound in cloth. Price, postpaid, \$1.00. This is one of the most important books for Mothers and Kindergartners recently published.

A NEW OCCUPATION

For Kindergarten and Primary Schools.

Story Telling with the Scissors

By M. HELEN BECKWITH. This is a book on

Freehand Paper Cutting

The Bradley Card and Paper Cutters ARE THE BEST!

Send for a Special Circular Describing these superior CUTTERS. The small sizes are excellent for photograph trimmers.



Diamond Photo Trimmer 6-inch blade, \$1.25 Dandy Photo Trimmer, 8-inch blade, \$2.00. Studio Cutter, 10-inch blade, \$3.00.

Premium Card Cutter, 12-inch blade, 10.00. The Manufacturers' Cutter, 24-inch blade,

illustrated with many silhouettes, intended, not as copies, but as means of suggestion. Price, Boards, 50 cents.

Address Dept. O. MILTON BRADLEY CO., Springfield, Mass.

EW VOLUME IN LONGMANS' ENGLISH CLASSICS.

Under the general editorship of Prof. GEORGE RICE CARPENTER, of Columbia University.

Tutor in Rhetoric and English Composition in Columbia University. Crown 8vo. Cloth, 50 cents; Boards, 40 cents. Special features of the volume are, (!) It throws emphasis throughout on the drama as a drama, rather than a poem; (2) It is well adapted to introducing pupils to the systematic reading and study of Shakspere; and (3) It is prepared by a scholar who has had ample experience in secondary teaching, as well as in the duties of a college examiner.

Elementary Language Books.

An illustrated series for grade schools, each volume consisting of reading and conversation lessons, and furnished with a full vocabulary. The publishers will be glad to send a prospectus and specimen pages of this series to any address upon request.

address upon request.

Longmany I-lustrated First French Reading Book and Grammar. By John Bidgood, B.S., and Thomas Harbottle. 100 pages. 12mo, cloth. 35 cents.

Longmans' I'lustrated Second French Reading Book and Grammar. By John Bidgood and J. Watson Campbell. 156 pages. 12mo, cloth. 50 cents.

Longmans' I'lustrated Second French Reading Book and Grammar. By John Bidgood and J. Watson Campbell. 156 pages. 12mo, cloth. 50 cents.

Longmans' I'lustrated First Conversational French Reader. By T. H. Bertershaw, B.A. 188 pages, with notes, 8 illustrations, 18 views of Paris and a plan of the city i'lustrating the section "ma première visite a Paris. 12mo, cloth. 50 cents.

Longmans' I'lust ated First German Reading Book and Grammar. By H. S. Bertespond-Webb. 110 pages. 12mo, cloth. 40 cts.

Longmans' I'lustrated First Latin Reading Book and Grammar. The Latin is almost entirely taken from classical sources and the Illustrations have been specially prepared to fit the text, by Mir. Lancelor Speed 12mo, cloth. 40 cts.

"French should be taught in grades below the High Sc. ool, and Longmans' Illustrated Laquage Books are without vivols for such courses. They are well graded, contain valuable and unteresting material; and follow a logical treatment of the Lanuage'. I cannot commend them too heartily."—H. Parner Williamson.—University of Chicago.

14 Beacon Street, BOSTON.

Plane Trigonometry.

Plane Trigonometry.

By D. A. Murray, Ph.D., of Cornell University.
Crown. 8vo. 219 pages, with a Protractor.
Cloth. 90 cents.

This new trigonometry has been written to supply the want for a text-book which shall have neither the fault of extreme expansion nor extreme brevity. While believing the course presented will be no more than average classes will require, the author has made natural divisions in his work for those desiring a short but complete practical course, at the end of chap. IV. and again at the end of chap. VIII.
Special features are: (:) The arrangement of topics; (2) graphical method of solution; (3) lucidity of explanation; (4) historical lotes; (5) treatment of logarithms, (6) plenitude of examples; (7) Appendix of questions and exercises for review of each book.

"The Publishers insite correspondence relates to the examination or introduction of this book. Full particulars, and a prospectus with appearance of the examination or introduction of this book. Full particulars, and a prospectus with appearance of the examination of the specimen pages sent to any address upon request.

Also, by the same author:

Also, by the same author:

Also, by the same author:

Plane Trigonometry with Tables,
Crown 8vo, 3ls pages, \$1.25.

Logarithmic and Trigonometric Tables,
99 pages, 60 cents.

Plane and Spherical Trigonometric Tables,
Immediately.
An Introductory Course in Pifferentiat
Equations. For students in classical and
engineering colleges. Crown8vo. 2.0 pages.
Second edition, \$1.90
The aim of this work is to give a brief exposition of some of the devices employed in solving differential equations. The book presupposes only a knowledge of the fundamental
formulæ of integration, and may be described
as a chapter supplementary to the elementary
works on the integral calcus.

LONGMANS, GREEN, & CO.,

American Citizen Series.

Edited by Albert Bushnell Hart, Ph D., of Harvard University.

Edited by Albert Bushnell Hart, Ph D., of Harvard University.

1. Outline of Practical Sociology; with special Reference to American Conditions. By Carroll D. Whilemt, Ll. D., United States Commissioner of Labor. Large crown svo, with 12 maps and diagrams, 464 pages, \$2.00. (Second Edition, Revised.)

It is not intended that the "Outline of Practical Sociology" should be exhaustive; there are many great questions, such as taxation, the finances, etc., which have not been included, because they will come more appropriately in other volumes of the "American Citizen Series." The references given at the head of each chapter could have been greatly increased in number, but it was deemed advisable to give simply those that are not a coessible.

"The initial volume (American Citizen Series) sets a high standard for its successors to preserve. The bibliographies it the book peculiarly for advanced classes, from which independent work is expected. The field which the volu e covers is extremely broad. On all these subjects a prodigicus amourt of American statictical information is given."—Outlook.

American Teachers' Series.

New York.

American Teachers' Series.

MESRS. LONGMANS, GREEN, & CO. have the pleasure to announce that they have arranged f r the publication of a series of books for the guidance and assistance of teachers in elementary and secondary schools, and of students in normal schools, etc.

The series, which will be under the general editorship of Dr Jamps E Russell. Dean of Teachers College, Columbia University. New York, is designed to include volumes dealing with all the more important subjects of the curriculum.

91-93 Fifth Avenue, NEW YORK.

WILLIAM R. JENKINS



TEXT-BOOKS

for Teaching

ENC

and other

FOREIGN LANGUAGES

are used throughout the world.

We keep a large and complete stock of French and Spanish books. Orders are promptly filled and books imported at short notice. Correspondence invited.

763

A Catalogue will be sent to any address when requested.

WILLIAM R. JENKINS,

851 & 853 Sixth Avenue,

NEW YORK.

Publisher of Paul Bercy's Series for Teaching French.

Just Published:

LIFE OF JOEL DORMAN STEELE:

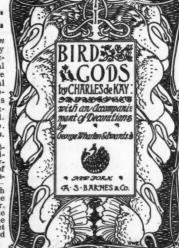
Teacher and Author. With Portrait. By Mrs. George Archibalb.
1 Vol. 12mo, Cloth. Illustrated. Price, \$1.00.

Dr. Steele was well known to the present generation of teachers in the public and private schools of America as Principal of the Elmira (N. Y.) Academy, and author of the Fourteen Weeks' Course in the various sciences, consisting of seven volumes; and the brief histories of the United States, France, Rome, Greece, and the World in five volumes. This biography is prepared under the supervision of ESTHER BAKER STRELS, in a delightfully natural and winning manner, revealing the cherished purposes of his heart and the secret of his wonderful success as citizen, soldier, teacher, and author. Such a life must be an inspiration to all members of his profession, and the book offers encouragement and suggestions to all earnest workers.

BIRD GODS:

r Bird Worship in Ancient Europe. By CHARLES DEKAY, Sec-retary of the National Arts Club, N.Y., late U.S. Consul-General U. S. Consul-General at Berlin. With Deco-rative Illustrations by GEORGE WHAR-TON EDWARDS. I Vol. 12mo, Cloth. 250 pp. Illustrated. Price, \$2.

An exceedingly delightful and entertaining volume, tracing in the Mythology and Folk-Lore of ancient Europe the presence of bird wors hipstudying one by one such birds as the Eagle, the Swan, the Woodpecker, the Cuckoo, the Owl. The author follows the subject very ing eniously and convincingly.



A. S. BARNES & CO., - 156 Fifth Avenue, New York.

STANDARD TEXT-BOOKS



F HOLMES' NEW READERS, the First, in a new edition ready in July, with its colored illustrations, teaches color, form, number and size, language and nature study in careful correlation with word-study and reading. In the several books, interesting facts about Plant and Animal life are woven into charming stories, well graded and so judiciously interspersed with other reading matter as not to be monotonous. The same thing is done with the simpler facts of Physics, such as the forces of water, etc., etc. The lessons are bright and attractive to children, and, at the same time give them those elementary facts, which the Committee of Fifteen recommend being correlated with reading. For the introduction of pupils to Good Literature, these books are unsurpassed. They contain an unusual number of selections from standard authors.



E progress of geographical science is illustrated in the revised editions of MAURY'S GEO-GRAPHIES which have for years held a conspicuous place in thousands of schools throughout the country. They furnish this illustration not only in their watchful annual revisions, but now also in special improvements and increased attractions in one or other of the books last year and this. A new edition of the Elementary will be ready in August.

The new edition of the CLARENDON DICTIONARY—the scholarly "Handy Clarendon" -with its combination of fullness and conciseness, its enlarged vocabulary, and various improvements,

received warm welcome.

Among the new issues of the GILDERSLEEVE-LODGE LATIN BOOKS are Tunstall's Cicero, "admirable in every way as a working edition;" Latin Composition, for advanced classes, by Profs. Gildersleeve and Lodge; Anderson's Ovid; and Bain's First Latin Book. Others nearly ready.

Recent issues of our STANDARD LITERATURE SERIES are: Fairy Tales, for second school year; The Lay of the Last Minstrel; Five Great Authors; Silas Marner. Send for full list.

NEW BOOKS ARE IN ADVANCED PREPARATION FOR EARLY ISSUE.

Correspondence cordially invited concerning any of our varied Standard Educational books. Address

University Publishing Company.

NEW YORK

NEW ORLEANS

READING: WRITING: ARITHMETIC

Brumbaugh's Standard Readers

By MARTIN G. BRUMBAUGH, Ph.D. Professor of Pedagogy in the University of Pennsylvania.

Already adopted, and having large sales, in New YORK CITY, PHILADELPHIA, BROOKLYN, JERSEY CITY, and elsewhere.

The Standard Vertical Writing

SIX BOOKS

The simplest, prettiest, most logical, and most teachable system of Vertical Writing in the field.

Brooks's Famous Arithmetics

IN SEVERAL SERIES

Books which stand the test of actual use. They contain no fads-just analysis, logic, and practical sense.

CHRISTOPHER SOWER COMPANY, Publishers, : : 614 Arch Street, Philadelphia.

NOTABLE BOOKS

FOR REFERENCE, LIBRARY * * * * * * AND SCHOOL USE *

CROWELL'S POETS.

Chaucer, Mitton, Wordsworth, Shelley, Burns, Robert Browning, Moore, Spenser, Tennyson, Scott, Shakespeare. Keats, etc. Each in one volume. Carefully edited and specially adapted for the use of students and teachers. Astor Entiron, 28 vols. per vol., 60c. Gladstone Edition, 58 vols., per vol., 75c. Gill Edge Edition, 67 vols., per vol., \$1.00. Library Edition, 48 vols., cloth, \$1.00, half calf, \$3.00. Imperial Edition, 28 vols., per vol. \$1.50.

CROWELL'S HANDY VOLUME CLASSICS.

Literary Gems, in handy form, beautifully printed, and bound in various styles. The following are some of the volumes included: "Idylls of the King," 'In Memoriam," "The Pincess." Burns, Hobert Browning, "Paul and Virginia," 'Yicar of Wakefield," "Cranford," Emerson, "Rubayiat," "Tales from Shakespeare," "Evangeline." "Hiawatha," "English Traits," "Walden," "Prue and I," etc.

ROBERT BROWNING'S COMPLETE POETICAL WORKS.

"Camberwell" Edition. Edited by Charlotte Porter and Helen A. Clarke. 19 vols. Cloth, glit top (cloth box), volumes sold separately, 75 cents each, per set, 49.00.

BROWNING STUDY PROGRAMMES.

By Charlotte Porter and Helen A. Clarke. 12mo (1oth, gilt top, \$1.50. 2 vols. uniform with Camber well Edition of Browning's Works. 18mo. Per 88t, \$1.50.

MANUAL OF THE HISTORY OF FRENCH LITERATURE,

By Ferdinand Brunetiere, member of the French Academy. Illustrated with portraits. 12 mo. Cloth, \$2.00.

VICTOR DURUY'S BOOKS.

Duruy's History of France
Edited by J. F. Jameson, Professor of History
in Brown University. With 18 colored maps.
imo. Cloth, \$2.00.

Duruy's General History of the World

Revised and continued by E. A. Grosvenor Professor of European History in Amherst Col lege. With 25 colored maps. 12mo. Cloth, \$2.00

Duruy's Ancient History

Revised by E. A. Grosvenor. Professor of European History in Amherst College. With colored maps. 12mo. Cloth, \$1.00.

Duruy's Middle Ages

Revised by E. A. Grosvenor, Prof. in Amherst College. With colored maps, 12mo. Cloth, .75,

Duruy's Modern Times

Revised by E. A. Grosvenor, Prof. in Amherst College. With colored maps, 12mo. Cloth, \$1.00,

CONTEMPORARY HISTORY (1848-1899).

By E. A. Grosvenor, Professor of European History in Amherst College. With colored maps 12mo. Cloth. \$1.00.

CHILDREN'S FAVORITE CLASSICS.

Few books written for young people possess greater merit or have had a wider popularity than the volumes in this series. Fully illustrated. Colored frontispiece. 18mo. Each. 60 cents. "Arabian Nights." "Greek Heroes," "Andersen's Fairy Tales." "Rollo at Work." "Rollo at Play," "Tanglewood Tales." "Water Babies," "Garrots," "Cuckoo Clock," "Black Beauty," "Alies's Adventures in Wonderland." "Through the Looking Glass." "Jackanapes and Daddy Darwin." "The Story of a Shert Life." "Lob Lie by the Fire," "The Little Lame Prince," "The Adventures of a Brownie," "The Peop of Day," "Grimm's Tales," "Wonder Book," "The Fairy Book," "Grandfather's Chair," "Swiss Family Robinson," and "Robinson Crusoe."

ROGET'S THESAURUS OF ENGLISH WORDS AND PHRASES.

New Edition, revised and enlarged by the aushor's son, J. L. Boget. Crown 8vo. Cloth. 81.50. Crown 8vo. Cloth. indexed. \$2.00. Crown 8vo. Half morocco, gilt top. \$2.50.

WARD'S DICTIONARY OF PROSE AND

POETRY.
Standard Edition. 2 vols 12mo. Cloth gilt top, \$2.00. 2 vols. 12mo. Half morocco, \$4.00. 2 vols. 12mo. Half morocco.

THE "FAMOUS" BOOKS.

THE "FAMOUS" BOOKS.

Over 200,000 volumes already sold. \$1.50 each.
"Famous Givers and Their Gitts. "Famous Leaders Among Women," "Famous Leaders Among Women," "Famous Leaders Among Mon," "Famous Voyagers and Explorers," "Famous Types of Womanhood," "Foot Boys Who Became Famous," "Girls Who Became Famous," "Girls Who Became Famous," "Girls Who Became Famous," "Famous Girls," "Famous Men of Science," "Famous American Authors," "Famous European Artists," "Famous American Statesmen." "Famous English Authors," "Famous European Artists," "Famous Maerican Statesmen." "Famous English Statesmen," "Famous English Statesmen," "Famous Rulers," "Famous Gueens," "Famous Missionaries," "Helps for Ambitious Boys," "The Secret of Achievement," "Turning Points in Successful Careers," "Historic Americans," etc. These excellent books have been introduced in many public schools with the best results. "Helps for Ambitious Boys," and "Historic Americans," are in the Librarian's List of the 50 best books published 1 st year.

HANDY INFORMATION SERIES.

HANDY INFORMATION SERIES.

Facts I Ought to Know About the Government of My Country. By William H. Bartlett. 18mo Cloth, 50 cents.

Cloth, 50 cents.

Important Events. A Book of Dates. Edited by George W. Powers. 18mo. Cloth. 50c.

The Mistakes We Make. A Practical Manual of Corrections in History, Language, and Fact, for readers and critics. Edited by Nathan Haskell Dole. 18mo. Cloth, 50.

For sale by all Booksellers or sent, postpaid, on receipt of price, by the publishers. Send for Catalogues.

THOMAS Y. CROWELL & COMPANY, Publishers, 428 West Broadway, New York.

FOR INSTRUCTORS, STUDENTS AND READERS.

THE ART OF PHONOGRAPHY

A Complete Instructor in the Best Method of Shorthand for All Kinds of Verbatim Work, with the Author's Latest Improvements. By James E. Munson, author of the Munson System of Phonography. New, Revised Edition. 12mo. \$2.00.

"It is the most complete book of Shorthand instruction that has ever been published. The old Munson text-book was exceedingly minute and careful in its rules, but the present volume is twice as large, and goes into details with far greater thoroughness,"-Springfield Republican.

THE HISTORICAL DEVELOPMENT OF MODERN EUROPE.

From the Congress of Vienna to the Present Time. By CHARLES M. Andrews, Professor of History in Bryn Mawr College. Two volumes. With maps. 8ve. gilt tops, each, \$2.50. PART I-From 1815 to 1850. PART II-From 1850 to 1897.

"The work is to be commended both for the accuracy of its scholarship and for its popular mode of treatment."-Churchman.

HADLEY'S ECONOMICS

An Account of the Relations between Private Property and Public Welfare. By ARTHUR TWINING HADLEY. Professor of Political Economy in Yale University. 8vo. \$2.50 net.

The work is now used in classes in Yale, Princeton, Harvard, Amherst, Dartmouth, Bowdoin, Vanderbilt, Bucknell, Bates, Leland Stanford, University of Oregon, University of California, etc.

"The author has done his work splendidly. He is clear, precise, and thorough. . No other book has given an equally compact and intelligent interpretation."—AM. JOURNAL OF SOCIOLOGY.

THE SCIENCE SERIES

Fully Illustrated. 12mo. each \$1.75 or \$2.00.

 The Study of Man. By A. C. HADDON. \$2.00
 The Groundwork of Science. A Study of Epistemology. By St. GEORGE MIVART. \$1.75.

Rivers of North America. A Reading Lesson for Students of Geography and Geology. By Israel C. Russell, Professor of Geology, University of Michigan. \$2.00.

4. Earth Sculpture: or The Origin of Land Forms. By JAMES GRIKIE, Murchison Professor of Geology and Mineralogy in the University of Edinburgh.

the University of Edinburgh. \$2.00. Volcances. By T. G. Bonney, F.R.S., Univ. College, London. \$2.

6. Bacteria. By George Newman. \$2.00.
7. A Book of Whales. By F. E. Beddard. \$2.00.

HEROES OF THE NATIONS

New Numbers. Fully Illustrated. 12mo. each, \$1.50.

Bismarck and the New German Empire. How It Arose and Whatit Displaced. By J. W. Headlan, King's College, Cambridge.
 Alexander the Great. The Merging of East and West in Universal History. By Benjamin Ide Whereler.

27. Charlemagne (Charles the Great). The Hero of Two Nations By H. W. Carless Davis.

28. Oliver Cromwell. By CHARLES FIRTH.

STORY OF THE NATIONS

New Numbers. Fully Illustrated. 12mo. each, \$1.50.

54 and 55. The Story of the People of England in the

19th Century. By JUSTIN McCarthy, M.P. In two volumes.

56. The Story of Austria. The Home of the Hapsburg Dynasty, from 1993 to the Present Day. By SYDNEY WHITMAN.

58. Modern Spain. (1788-1898.) By Martin A. S. Hume.

59. Medern Italy. (1748-1898.) By PIETRO OBSI.

Twentieth Century Text-Books.

Do not select your text-books on the following named subjects until you have seen

JORDAN & KELLOGG'S ANIMAL LIFE, HENDERSON & WOODHULL'S PHYSICS, YOUNG'S ELEMENTARY PRINCIPLES OF CHEMISTRY, ADAM'S COMMERCIAL GEOGRAPHY,

all to be published in August. Write the publishers for full particulars.

The first volume of the TWENTIETH CENTURY TEXT-BOOKS, McLaughlin's History of the American Nation, Coulter's Botanies and the English Texts were published last year. Among the cities and states that have already adopted some or all of them are: New York, Brooklyn, Philadelphia, Washington, D. C., State of Washington, State of Kansas, Boston, Newark, Detroit, Chicago, Columbus, Hartford, New Haven, and many others.

The TWENTIETH CENTURY TEXT-BOOKS meet the up-to-date demand for improved methods and material for high school work. See Report of Committee on College Entrance requirements at the N. E. A. meeting at Los Angeles last year. It gives the results of long and careful study of the problem of secondary education by experienced and competent instructors. A copy will be sent on request.

D. APPLETON & COMPANY, Publishers, New York, Chicago, London.

Six Books on History of Education.

Ranging from the complete exhaustive treatment of the subject to a brief outline for introduction and review purposes. These books have stood the test of years' use with ever increasing popularity.

Quick's Educational Reformers.

By REV. ROBERT HERBERT QUICK, of Trinity College, Cambridge, Eng-This is the most widely-known and the most entertaining History of Education, and is the best one for the ordinary teacher and student to

Education, and is the best one for the ordinary teacher and student to read.

Mr. Quick introduces the reader in a manner at once attractive and scientific to Rousseau, Pestalozzi, Spencer, Froebel, and to many other great teachers, amorg them Ascham, Montaigne, Ratich, Milton, Comenius, Locke, Basedow, and Jacotot. A general view of each of these is presented, together with such extracts or epitomes from their best work as will give their most valuable ideas to the teachers of to-day. In the chapter upon Pestalozzi, for example, we have a brief but sufficiently complete account of his life, his early efforts, his coucation, even his courtship; the difficulties he met and the reverses, his temporary success, his death smidst appearent isiliure, and the final triumph that has crowned and is (rowning his teachings. Then follows an analytic reproduction of Pestalozzi's ideas, his beliefs, theories, and teaching. In this way the reader becomes familiar both with the educational thoughts of the world, and with the men that uttered them.

Our edition is one-third cheaper than any other. It is handsomely printed and in beautiful library cloth binding. Size, 7½ x 5 inches. 335 pages. \$1.00; to teachers, 80c.; postage, 10c.

Lang's Great Teachers of Four Centur-

IES. An Outline History of the Great Movements and Masters of the past four hundred years that have shaped the theory and practice of the education of the present, illustrated with portraits from authentic sources. It presents as clear an account of the important period which it covers as is possible in a small space. It contains biographies of all the great educators of the past four hundred years, and gives outlines of their educational ideas and the effect they have had on the world. The sketch of the development of American pedagogics that is added to this volume contains several interesting facts that are not to be found in any other work on the general history of education.

Size, 734 x 5 inches. 59 pages. Limp cloth cover. 25c.

Browning's Aspects of Education.

By the same author. This standard little manual has been out of print some time, and we publish the new edition, adding topic headings to aid the student, and present it in much more attractive and convenent form than ever before. It is a sketch of the History of Education from the earliest time to the present, written in the author's clear and brilliant style. As a book to precede the more thoro study in detail of the advance of educational ideas, there is no better book. Mr. Browning divides his work into four parts—Humanism, Realism, Naturalism, and the English Public School. Each is discussed at length, showing the gradual change of ideas into Naturalism, the broad term for the education of the present day.

Size, 64 x 44 inches 65 pages. Lamp cloth covers. 25c.

Browning's Educational Theories.

By Oscar Browning, M.A., of Kings College, Cambridge, Eng. This book has become the recognized standard short history of education, and has no superior. It conclusively and accurately describes the main lines of thought which have been followed upon educational subjects, so far as they are important at the present day, and is of great practical use to teachers in two ways; it may show what is the historical ground for retaining existing practices in education, or for substituting others; and it may, by telling what great educations for or substituting others; and it may, by telling what great education, or for substituting others; and it may, by telling what great education, or for substituting others; and it may, by telling what great education where the substituting others; and it can be conceived as possible in this department, stimulate teachers to complete their work or to carry out their principles under easier conditions.

Our edution is the best because (1) it has side heads sixture the authority of the carry of the carry of the side heads sixture the authority of the carry of the side heads sixture the authority of the carry out their principles under easier out the carry of the carry out their principles under easier out the carry of the carry out the carry of the carry of the carry out the carry of the carry of

conditions.

Our edit on is the best because (1) it has side heads giving the subject of each paragraph; (2) each chapter is followed by an analysis; (3) it has a very full index; (4) an appendix on "Froebel" and the "American Common School." These great improvements make it specially valuable as a text-book for normal schools, teachers' classes, reading circles, institutes, etc. Last year it was stopted by the state superintendent of Florida as the basis for his exammations.

Size, 63 x 44 inches. 237 pages. Cloth binding, 50c.; to teachers, 40c.; postage, 5c.

Reinhart's Outline of the History of EDUCATION. With chronological table, suggestions, and test questions. By J. A. Reinhart, Ph.D., author of Principles of Education, etc. This is a brief but comprehansive presentat ion the main facts in educational progress. The chapters are: Introduction; Education among the Greeks; Education among the Romans; Education in the Middle Ages; the Dawn of the New Era; Education and the Reformation; Education in the New Era; Education in the Reformation; Education in the Seventeenth Century; Education in the Eighteenth Century; Education in the Sightenth Century; Education in the Reformation; Education in the Seventeenth Century, A thoro study of this book will be a good foundation for a more detailed study of such a work as Quick's Educational Reformers. It is designed specially for teachers who lack the opportunity to attend a normal school and thus improve in the art of teaching. Teachers desiring to review the subject rapidly in prepararion for an examination will find it helpful. Students will appreciate the topic beadings and test questions.

Size, 6% x 4½ inches. Lump cloth binding. 77 pages. 25c.

Allen's Historic Outlines of Education.

By JEROME ALLER, Ph.D., author of Mind Studies for Young Teachers, etc. Th's is an excellent little book to read as an introduction to the subject or for reviewing the main points of educational history. It gives in outline the different views of education held from the time of the Greeks to the present day, showing how nearly every age was a distinct a vance upon that which preceded it. Modern views of education are given, and elso several pages devoted to education in the United States. No. 19 of the Teachers' Manuals Series. Manila covers. 15c.

Our list of books on education is very complete. Catalog on application.

The Newest—The Cheapest—The Best.

Progressive Course in Reading

FIVE BOOKS-

By Supt. GEORGE I. ALDRICH, Brookline, Mass., and ALEXANDER FORBES, Chicago, III.

These readers have been prepared by prominent educators in different parts of the country and are consequently cosmopolitan, as it were, in character. They are absolutely new throughout, and are attractive, interesting, instructive, and teachable.

The Progressive Readers are made up of more than mere selections for pupils to read. These books are in every sense textbooks in reading which furnish abundant systematic drill for the pupils. Their aim is to teach children not only to read distinctly

and understandingly but also to add to their general fund of information and awaken and develop a taste for the best literature. In the preparation of this course the importance of teaching pupils to help themselves, thus making them more and more independent of others, has been constantly borne in mind.

Subject Matter: This comprises a pleasing variety of material-Short Stories, Fables, Nature Studies, Historical Lessons and Geographical Lessons, interwoven with choice

bits of poetry. Many of these] Lessons prepare pupils for other school work,-such as Geography, History, and Nature Study, while others have a distinctly ethical value. Care has been



From Progressive Reader, Second Book, page 167.

taken to secure continuity of thought. Gradation has been provided for by introducing into each lesson only a few new words, each of such words being registered in connection with the lesson in which it is first used. Special attention has been given to diacritical marking and syllabification; there are numerous Drill Exercises for aiding the pupils to acquire the power of self help.

The Illustrations are artistic and instructive. Neither time nor expense has been spared to obtain the best results in these respects. The Mechanical Execution is also a special feature, being superior to that of any other readers before the public.

The price of the Progressive Readers is exceptionally low, being as follows: First Book, 20 cents Second Book, 30 cents; Third Book, 40 cents; Fourth Book, 50 cents (also in two parts, 35 cents each); Fifth Book, 60 cents (also in two parts, 40 cents each.)

THE SIGHT DEADED (80 pages, 15 cents), is an ideal supplemental or review Reader for primary pupils, particularly those using The Progressive Course in Reading, First Book; its vocabulary is confined to the words contained in the First Book.



The instruction in this book proceeds by easy and natural steps from the child's knowledge, gained through experience and environment, to an understanding of the essentials of Geography beyond his

home limits. The language is clear and concise. The maps are accurate and of the highest grade in every respect. Their artistic merit is especially noticeable. The illustrations are the work of the best artists and have been carefully prepared so as to give fuller meaning and greater interest to the text. Special pains has been taken to secure unity and simplicity in the illustrating so as to avoid confusing the child's mind.



From Progressive Reader, Second Book, page 138.

OTHER VALUABLE TEXT-BOOKS.

New Franklin Readers **New Franklin Arithmetics** Sheldon's Language Lessons Sheldon's Vertical Writing The Modern Spelling Book Hazen's Readers Williams' Choice Literature

Avery's Physics Avery's-Sinnott's First Lessons in Physical Science Furness's Problems in Elementary **Physics** Hull's Arithmetics, Algebra and

Hill's Elements of Rhetoric-Science of Rhetoric Hill's Elements of Logic—Elements of Psychology Shaw's-Backus's New History of English and American Literature Graded Problems

The publishers will be glad to correspond at all times with Boards, teachers, and others interested, and to give them full information regarding their publications. Catalogues, price lists, and circulars will be sent on application.

BUTLER, SHELDON & COMPANY,

PHILADELPHIA

Geometry.

TEXT-BOOKS OF SUPERIOR MERIT



FOR ALL GRADES

From Kindergarten
to
University

Silver, Burdett Company



THE BOOKS:

They are original in plan and purpose.

They have freshness and vitality of thought.

They present advanced and progressive methods.

They have pedagogical skill and adaptativeness.

Models of literary, artistic, and technical excellence.

WHAT THEY ACCOMPLISH:

They prove their value upon introduction.

They meet the needs of the modern schoolroom.

They satisfy the demands of live teachers.

They grow in popularity with use.

They retain their place through acknowledged superiority

A FEW REPRESENTATIVE SERIES AND BOOKS:

Stepping Stones to Literature.

The Normal Course in Reading.

The Rational Method in Reading.

The World and Its People.

The Silver Series of Language Books.

The Normal Course in English.

The Normal Course in Number.

The Health Series of School Physiologies.

The Normal Music Course.

The Normal Review System of Writing.

The Normal Course in Drawing,

The Silver Series of English and American Classics.

Mowry's First Steps in the History of our Country.

Mowry's History of the United States.

Arnold's Waymarks for Teachers.

Pierce's First Steps in Arithmetic.

Pierce's Elements of Arithmetic.

Sensenig and Anderson's New Complete Arith.

Pattee's History of American Literature.

Pattee's Foundations of English Literature.

Howe's Elements of Descriptive Astronomy.

Bullock's Introduction to the Study of Economics.

Davis's Elements of Psychology.

Davis's Elements of Ethics.

A new series of text-books in Modern Languages is in active preparation.

Our Catalogue and Circulars sent free upon application.

Silver, Burdett & Company

NEW YORK

BOSTON

CHICAGO

Correspondence about any of our Books cordially invited.